DOCUMENT RESUME

ED 301 772 CE 051 598

TITLE	1989-90 Missouri State Plan for Vocational Education.
INSTITUTION	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE	88
NOTE	106p.
PUB TYPE	Viewpoints (120)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Articulation (Education); Career Counseling; Career Education; Compliance (Legal); Consumer Education; Cooperative Planning; Coordination; Delivery Systems; Disabilities; Disadvantaged; Educational Equipment; *Educational Objectives; Federal Legislation; Postsecondary Education; *Program Content; *Program Implementation; *Program Improvement; Secondary Education; Special Programs; *Statewide Planning; Student Recruitment; *Vocational Education
IDENTIFIERS	Carl D Perkins Vocational Education Act 1984; *Missouri

ABSTRACT

The Missouri state plan for vocational education for 1989-1990 calls for increasing the rate and quality of the participation of targeted populations (handicapped, disadvantaged, adults, single parents/homemakers, persons seeking job training in occupations that are nontraditional for their gender, and incarcerated persons) at appropriate instructional levels. The plan also calls for continuing implementation of the state's vocational instructional management system. Other major goals stipulated in the state plan include implementing a system of vertical articulation, increasing the role of vocational education in the state's economic development activities, developing a systematized approach to developing equipment replacement plans appropriate to each vocational program area, improving and expanding career guidance and counseling programs, and improving and updating consumer and homemaking education programs in the state. (Appendixes include a summary of recommendations made at public hearings on the Missouri state plan for vocational education, state and/or federal reimbursement for vocational education programs, and local application for federal vocational education funding.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED301772

MOVE

MISSOURI VOCATIONAL EDUCATION

1989-90 MISSOURI STATE PLAN FOR VOCATIONAL EDUCATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

F Drake

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE051598

Missouri Department of Elementary and Secondary Education
Division of Vocational and Adult Education
P.O. Box 480
Jefferson City, Missouri 65102

1989-90

MISSOURI STATE PLAN

FOR

VOCATIONAL EDUCATION

The Missouri Department of Elementary and Secondary Education is an equal opportunity employer and does not discriminate or deny services on the basis of race, color, national origin, sex or handicap.

TABLE OF CONTENTS

	Page
Missouri Philosophy on Vocational Education	i
Goals for Vocational Education	ii
Goals for Use of Federal Funds in the Missouri Vocational Education Program, FY 1989-90	iii
Division of Vocational and Adult Education - Vocational Branch	vi
Introduction	1
Administration	2
Assurances for Public Law 98-524, The Carl D. Perkins Vocational Education Act of 1984	4
Planned Uses of Federal Funds	8
Description of Planned Uses of Federal Funds	10
Planned Uses of State-Appropriated Vocational Education Funds	13
Vocational Education Opportunities Program (Title II, Part A, of the Act)	14
Vocational Education Improvement, Innovation, and Expansion Program (Title II, Part B, of the Act)	32
Special Programs (Title III of the Act)	35
Descriptions and Assessments	41
Methods of Joint Planning and Coordination	41
A Description of Compliance Requirements for Handicapped and Disadvantaged Services	44
State Criteria Used to Designate Economically Depressed Areas, Areas with High Unemployment Rates, and Economically Disadvantaged Individuals	46
Sources/Methods of Assessment	47
Appendix A - A Summary of Recommendations Made at Public Hearings on the Missouri State Plan for Vocational Education	50
Appendix B - State and/or Federal Reimbursement for Vocational Education Programs	57
Appendix C - Local Application for Federal Vocational Education Funding	77
Appendix D - Certifications	92

MISSOURI PHILOSOPHY

ON

VOCATIONAL EDUCATION

THIS WE BELIEVE

THAT every individual should have equal access to vocational education regardless of race, sex, handicap, creed, socioeconomic status or place of residence. All persons in the state of Missouri should be provided vocational education opportunities so they can achieve the fullest measure of their physical and mental abilities.

THAT every individual should have access to quality programs of vocational education which will provide the skills and knowledge necessary to enter and progress in an occupation. Persons who have already entered the labor market should have available to them vocational counseling and placement services in addition to occupational upgrading.

THAT every individual should have an opportunity to develop positive attitudes toward the social significance of work and should be provided experiences which will develop and expand occupational aspirations.

THAT persons of all ages should be provided with opportunities to further their personal career development through a variety of activities. Career development activities should provide information and experiences which lead to understanding of the significance of work and to occupational awareness.

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION

GOALS FOR VOCATIONAL EDUCATION

1. Provide vocational programs and services for secondary students commensurate with labor market demands.

2. Provide vocational programs and services for persons who need postsecondary education commensurate with labor market demands.

3. Provide vocational programs and services for persons who need adult education commensurate with labor market demands.

4. Provide services essential for handicapped, disadvantaged, and limited English proficiency (LEP) individuals to participate in vocational education.

5. Provide a program of preservice and inservice vocational education for professional personnel development.

6. Provide leadership opportunities for the future development and continued growth of the Missouri program of vocational education.

7. Provide administrative, ancillary, and other supportive services to enhance the quality of vocational instructional program efforts.

8. Provide opportunities for research and development programs, exemplary programs, and related research activities to improve the quality of the Missouri program of vocational education.

9. Provide equal access to vocational programs, services, and activities for all individuals regardless of their sex, race, color, national origin or handicapping condition.

Based on the assessments that have been made and the provisions of the Carl D. Perkins Vocational Education Act, the following broad goals listed below still remain paramount and have been identified for the use of federal funds for improving the Missouri vocational education program, FY 1989-90. The degree of accomplishment of these goals will depend to a large degree on the level of federal appropriations, the success of generating state dollars for vocational education purposes, and the cooperation and coordination of all participants within the delivery system.

GOALS FOR USE OF FEDERAL FUNDS IN THE
MISSOURI VOCATIONAL EDUCATION PROGRAM
FY 1989-90

1. It is our goal to increase the rate and quality of participation of targeted population groups (handicapped, disadvantaged, adults, single parents/homemakers, persons seeking occupational/career training in areas nontraditional for their gender, and incarcerated persons) at appropriate instructional levels and among all institutions that constitute the vocational education delivery system. Annual measurable objectives will be developed to guide activities toward accomplishment of this goal. Assessment results indicate that our planning approach for targeted populations should continue to be oriented toward needs of the labor market. With this labor market orientation, our continued development and improvement of the Vocational Instructional Management System (VIMS) emerges as an area of paramount importance in improving access and opportunity for all persons.

2. It is our goal to continue the VIMS implementation throughout the vocational education delivery system. The VIMS implementation process consists of the following components: identification of program goals; identification and validation of occupational duties, tasks, and competencies; development of sequential, measurable student performance objectives and evaluation criteria; development of a student progress record-keeping system; determination of appropriate methods and necessary resources (time, materials, personnel, et cetera) for each performance objective; and establishment of a supervision process.

   Effective local implementation of VIMS is viewed as an important catalyst in accomplishing many of the goals and objectives of vocational education in the state. In the context of the first goal statement above, for instance, the identification, through VIMS, of appropriate program entry-level competencies provides assistance for assessment and preparation activities for the special needs population. In addition to the obvious importance of VIMS in preparing students for entry into the world of work, other needs have surfaced through the assessment process that provide a key role for VIMS. For instance, VIMS becomes an excellent resource for local program planners and operators in developing effective articulation, both from prevocational classes to regular secondary programs and from secondary programs to postsecondary/adult programs. The importance of academic foundations, of work attitude, and of ability to think and reason are areas identified through the assessment process as being increasingly important, from employers' perspectives, in the employability of vocational program completers. In a coordinated effort between the Department and the Instructional Materials Laboratory (University of Missouri-Columbia) such employability skills have begun to be identified and incorporated into the standardized competency lists used in the VIMS process. It is expected that the technical committees will be of assistance in this continuing endeavor. Overall, VIMS implementation is considered important for purposes of improving access and opportunity for all persons and for program development and improvement purposes. Again, annual measurable objectives will be developed to guide activities related to this goal, both in individual instructional program areas and across the board for purposes discussed above.

3. It is our goal to implement a system of vertical articulation throughout the vocational education delivery system. This system will encompass all deliverers within the state, including comprehensive high schools, area vocational schools, community/junior colleges, and four-year institutions. This effort will become achievable through the full implementation of the second goal. With a uniform and verifiable system of occupational duties, tasks, and competencies--coupled with measurable student performance--students should have the ability to move upward through the various training levels.

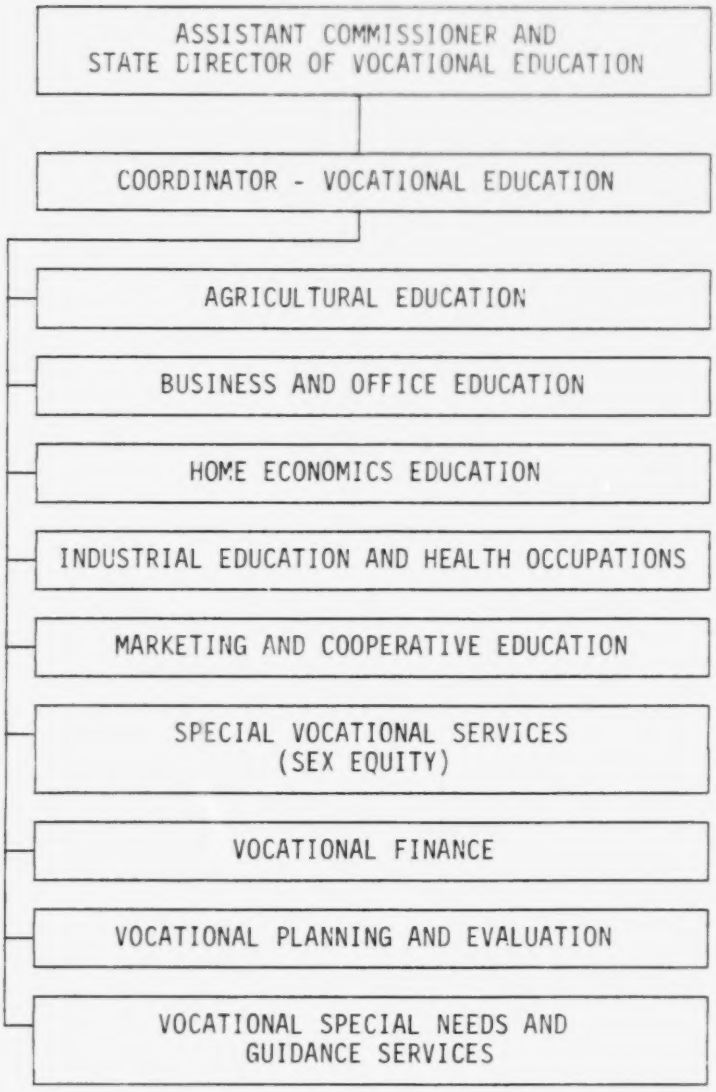
4. It is our goal to increase the role of vocational education in the state's economic development activities. Assessment results indicate two primary fronts that are key to economic growth and development in Missouri. One front consists of activities to maintain existing businesses that are vital to the state's economy. The other front relates to the growing number of activities in the state aimed at developing small businesses. Primary to successful vocational education efforts in this goal area will be development of effective coordination and collaboration, both at the state level and the local level. Vocational education objectives on the first front will center on the continuation and further development of customized training. On the second front, two types of activities identify the involvement of vocational education. First is the development and infusion of articulated entrepreneurial instruction in all levels of vocational instruction. Second is the development of effective collaboration among LEAs, economic development agencies, and small business assistance providers. Annual objectives in this goal area will be oriented toward development of local models that can be replicated to serve rural and urban settings. A significant amount of both metropolitan and rural Missouri is economically depressed. Attempting to attract industry into the state has not served the economic development needs of these areas. Much more feasibility now is given to the notion of economic growth and development through small business development. Job creation occurs much more readily out of the small business sector which is important to vocational education. Collaborative efforts toward this end enable vocational educators to involve themselves on the demand side of the labor market, as well as their traditional role on the supply side.

5. It is our goal to develop a systematized approach to developing equipment replacement plans appropriate for each vocational program area. With continued VIMS development and implementation, and as we approach a level of statewide standardization for respective instructional programs, equipment inventories and replacement needs will become more identifiable, thus allowing improved planning.

6. It is our goal to improve, expand, and extend career guidance and counseling programs to meet the career development, vocational education, and employment needs of potential and enrolled vocational education students, throughout the vocational education delivery system, at all instructional levels. The annual measurable objectives to accomplish this goal will be developed with conscious focus on the other goals in this list, as appropriate and applicable.

7. It is our goal to improve, expand, and update consumer and homemaking education programs, giving special focus to programs in economically depressed areas and to programs which serve traditionally underserved populations. Annual measurable objectives will address assessed improvements and updating needs relative to instruction/curriculum, equipment, and community and public relations.

DIVISION OF VOCATIONAL AND ADULT EDUCATION
VOCATIONAL BRANCH



Robert E. Bartman, Commissioner of Education
Joel Denney, Deputy Commissioner
Frank Drake, Assistant Commissioner and
State Director of Vocational Education
Robert A. Robison, Coordinator-Vocational Education

Agricultural Education
Phone: 314/751-3544

Terry Heiman, Director
Jim Bellis, Supervisor
Steve Brown, Supervisor
Eugene Eulinger, Supervisor
Norman Rohrbach, Supervisor
Jim Welker, Supervisor

Business and Office Education
Phone: 314/751-3484

Joanne Newcomer, Director
Pattie Lake, Supervisor
Lynda Taylor, Supervisor
Oma Lee Tracy, Supervisor

Home Economics Education
Phone: 314/751-2644

_____, Director
Debbie Braswell, Supervisor
Audrey Eberlin, Supervisor
Victoria Garton, Supervisor
Nancy Worts, Supervisor

Industrial Education and
Health Occupations
Phone: 314/751-2584

_____, Director
David Adams, Supervisor,
Industrial Education
Judith Perryman, Supervisor,
Industrial Education
Vada Arrowood, Supervisor,
Health Occupations
Steve Coffman, Supervisor,
Industrial Arts
Randy Cottrell, Supervisor,
Industrial Training
Dennis Harden, Supervisor,
Industrial Training

Marketing and Cooperative Education
Phone: 314/751-4367

Gene Reed, Director
Linda Turner, Supervisor

Special Vocational Services
Phone: 314/751-2661

Georganna Beachboard, Director
_____, Supervisor

Vocational Finance
Phone: 314/751-4383

Kenneth Werner, Director
George Wood, Supervisor

Vocational Planning and Evaluation
Phone: 314/751-3872

Fred Linhardt, Director
Delbert Lund, Supervisor
Ron Noirfalise, Supervisor

Vocational Special Needs and
Guidance Services
Phone: 314/751-7966

Robert Larivee, Director
Dick Omer, Assistant Director,
Special Needs
Iva Presberry, Supervisor,
Special Needs
Marion Starr, Assistant Director,
Guidance/Placement
William Brandt, Supervisor,
Placement
Jacqueline Coleman, Supervisor,
Guidance

Department of Elementary and Secondary Education
Division of Vocational and Adult Education
P.O. Box 480
Jefferson City, Missouri 65102

MISSOURI STATE PLAN FOR VOCATIONAL EDUCATION
PUBLIC LAW 98-524
THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984
FY 1989-90

INTRODUCTION

The Carl D. Perkins Vocational Education Act continues federal assistance for vocational education for five years (FY 1986-90). The Act authorizes a state vocational education program composed of two major sections, the basic state grant and special programs. These are referred to as Title II and Title III respectively.

Title II, Part A, the Vocational Education Opportunities Program, requires a state to expend 57 percent of the basic grant funds to serve targeted populations. Under the Vocational Education Opportunities Program, the Department must use funds for vocational education programs or projects for handicapped individuals, disadvantaged individuals, adults in need of training and retraining, single parents and homemakers, individuals who participate in projects designed to eliminate sex bias and stereotyping, and criminal offenders who are serving in a correctional institution.

Title II, Part B, makes provision for vocational education improvement, innovation, and expansion programs. The Department must use the remaining 43 percent of the basic state grant to expand, improve, modernize or develop high-quality vocational education programs. States are given a wide array of choices by which to accomplish these purposes. More details about the types and kinds of programs, services, and activities are identified in subsequent sections of the Plan.

Title III of the Act authorizes five special programs, each funded from a separate state allotment. The five special programs are:

Part A, State Assistance for Vocational Education Support Programs by Community-Based Organizations;

Part B, Consumer and Homemaker Education;

Part C, Adult Training, Retraining, and Employment Development;

Part D, Comprehensive Career Guidance and Counseling; and

Part E, Industry/Education Partnership for Training in High-Technology Occupations.

This Plan makes provision for the five special programs in subsequent sections of the Plan; however, the provisions for each special program will be implemented annually, based upon subsequent appropriations by Congress.

ADMINISTRATION

The Missouri State Board of Education is the sole agency responsible for the administration and supervision of vocational education programs authorized by Public Law 98-524. The State Board has the statutory authority to cooperate with the U.S. Department of Education in the administration of this two-year Plan for Vocational Education in Missouri and will not delegate its responsibilities under this law to other state agencies.

The State Board of Education consists of eight lay members appointed by the Governor, with the advice and consent of the Senate, after an open committee hearing. The term of office of each member is eight years.

The State Board appoints the Commissioner of Education who serves as its administrative and executive officer. Members of the professional and support staff of the Department of Elementary and Secondary Education are appointed by the Board on the recommendation of the Commissioner. The Commissioner and staff members are responsible for carrying out the policies of the State Board as they concern the state's program of vocational education.

The Division of Vocational and Adult Education is organized in two branches - Vocational and Adult. The Vocational Branch has nine sections. Five of the sections are concerned with organizing, developing, supervising, and evaluating vocational programs at the secondary, postsecondary, and adult levels of instruction: Agriculture, Business and Office, Marketing and Cooperative, Home Economics, and Industrial. The remaining four sections provide supportive services to program operations and include: Special Vocational Services, Vocational Finance, Vocational Planning and Evaluation, and Vocational Special Needs and Guidance Services. The nine sections report to a Coordinator of Vocational Education, who, in turn, is responsible to the Assistant Commissioner. (An organizational chart of the Vocational Branch found on page vi of this Plan depicts these relationships.)

The Missouri delivery system for vocational education provides programs, services, and activities to serve individuals who: (1) are in secondary schools; (2) are in postsecondary vocational programs; (3) are adults in need of training or retraining; and (4) have disadvantaged and/or handicapping conditions. While the Division of Vocational and Adult Education is specifically charged with the responsibilities of carrying out programs, services, and activities relating to this Plan, it should be noted that the Division functions as an integral part of the Department of Elementary and Secondary Education. The Department is concerned with the fundamental rights of each individual having equal access to educational opportunities. All persons receiving benefits from the Missouri educational system should have the opportunity to develop intellectually, physically, socioeconomically, and vocationally commensurate with their developmental ability.

The State Board is responsible for the coordination of the development of policy with respect to the vocational programs under the Act and for the coordination of the development of a state plan. In carrying out these responsibilities, staff members of the State Board will be in consultation with the State Council on Vocational Education, the State Job Training Coordinating Council, and the Missouri General Assembly, as required by law.

Since there are no state statutory provisions for contracting vocational instruction with nonpublic institutions for the delivery of instructional services, except as described in the Act, the State Board makes no provision herein. Missouri statutes contain procedures for state agencies to promulgate rules and regulations. It is the intent of the Department to file the contents of this Plan as a rule.

The administration of programs designed to serve handicapped persons in the state, specifically Special Education and Vocational Rehabilitation, is a function of the Department of Elementary and Secondary Education. Provision is made for representatives of Special Education, Vocational Education, and Vocational Rehabilitation to meet and consider matters of mutual concern which relate to providing services to handicapped persons. Through the Vocational Special Needs and Guidance Services Section, vocational instruction for handicapped children is planned and coordinated with Individualized Education Programs, as per Section 613 of Public Law 94-142. Eligible recipients will implement programs whereby handicapped and disadvantaged students (including limited English speaking ability students) will undergo assessment, instruction, and guidance activities. A more complete discussion of specific programs, services, and activities is presented in the Vocational Education Opportunities Program section of the Plan. In addition, a later section of the Plan provides a description of compliance requirements for handicapped and disadvantaged programs.

All students, including handicapped and disadvantaged, will be provided equal access to the recruitment, enrollment, and placement services offered by eligible recipients. For several years, the Vocational Branch has assumed the responsibility of carrying out the activities specified in the Office for Civil Rights Methods of Administration to include conducting compliance reviews. This process is designed to assure equal access to disadvantaged, handicapped, female, and minority populations.

In carrying out its responsibilities for the administration of the statewide vocational education delivery system, the State Board, through its employees, has made cooperative arrangements with other branches and agencies of state government. The Vocational and Adult Education Division cooperates in planning, maintaining, and appraising vocational programs with the Department of Higher Education, the Department of Economic Development, the Department of Social Services, the Department of Mental Health, the Department of Corrections and Human Resources, and various other agencies. In the various agencies, supervisory personnel assist in curriculum development, testing, instructional procedures, and evaluation. The Department staff works cooperatively with the Division of Employment Security of the Department of Labor and Industrial Relations in securing labor market information, in obtaining rates of unemployment throughout the state, and in coordinating local efforts to provide assistance to vocational graduates who wish to be placed in the labor market.

ASSURANCES FOR PUBLIC LAW 98-524,
THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984

In carrying out the administrative responsibilities identified in the Act, the State Board gives the following assurances:

(1) The State Board will comply with all of the fiscal, procedural, and administrative requirements of each Part of Title I, Vocational Education Assistance to the States; Title II, Basic State Grants for Vocational Education; Title III, Special Programs; and Title V, General Provisions.

(Note: The manner by which the state will comply with requirements and criteria for services and activities for the handicapped and for the disadvantaged is described on subsequent pages of the Plan.)

(2) The state will, in its distribution of assistance to eligible recipients for serving the handicapped, the disadvantaged (including individuals with limited English proficiency), adults in need of training and retraining, single parents and homemakers, participants in programs designed to eliminate sex bias/stereotyping, and criminal offenders in correctional institutions, comply with the requirements contained in Section 203.

(3) To the extent consistent with the number and location of handicapped and disadvantaged individuals within individual school district areas who are enrolled in private elementary and secondary schools, provision will be made for the participation of such individuals in the vocational education programs assisted under Title II, Part A.

(4) The state will distribute one hundred percent (100%) of the Title II funds reserved for services to the handicapped and to the disadvantaged to eligible recipients in accordance with Section 203(a); of the remainder of Title II funds, the state will distribute no less than eighty percent (80%) to eligible recipients, or combination(s) of eligible recipients.

(5) In the use of funds for single parents and homemakers, the state will emphasize assisting individuals with the greatest financial need and will give special consideration to those homemakers who, because of divorce, separation or the death or disability of a spouse, must prepare for paid employment.

(6) Relevant training and vocational education activities will be furnished to men and women who desire to enter occupations that are not traditionally associated with their sex.

(7) The state will develop measures for evaluating the effectiveness of all programs assisted under the Act, including those for the handicapped, in meeting needs as identified in this document. Included among the measures to be developed are those that assess the relevancy of:

a. occupations for which training is provided, to meet labor market needs; and

b. occupational skill competencies and basic employability competencies, to meet hiring needs of employers.

(8) The state will evaluate, in each program year, the vocational programs, services, and activities operated by a minimum of twenty percent (20%) of the eligible recipients assisted by provisions of the Act.

(9) Programs of personnel and curriculum development will be funded to further the goals identified in this Plan.

(10) The vocational education needs of those identifiable segments of the population in the state which have the highest rates of unemployment have been thoroughly assessed and their needs are reflected in, and addressed by, the State Plan.

(11) The State Board will cooperate with the State Council on Vocational Education in carrying out the State Council's duties.

(12) None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which its acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, or its employees, or any affiliate of such an organization.

(13) For each fiscal year, expenditures for career guidance and counseling from allotments for Title II of the Act and the Comprehensive Career Guidance and Counseling Programs under the Special Programs authorized by Title III, Part D, of the Act, will not be less than the expenditures for guidance and counseling programs in the state for the fiscal year 1984 provided for under Section 134(a) of the Vocational Education Act of 1963.

(14) Federal funds made available under the Act will be used so as to supplement, and to the extent practicable, increase the amount of state and local funds which would, in the absence of such federal funds, be made available for the uses specified in this Plan and in no case supplant such state or local funds.

(15) The state will provide for such fiscal control and fund accounting procedures as may be necessary to assure the proper disbursement of, and accounting for, federal funds paid to the state, to include such funds paid by the state to eligible recipients.

(16) With respect to the portion of Title II funds reserved for vocational education services and activities for handicapped individuals and disadvantaged individuals, and distributed in accordance with Section 203(a), the state assures that:

a. equal access will be provided to handicapped and disadvantaged individuals in recruitment, enrollment, and placement activities

and to the full range of vocational programs available to nonhandicapped and nondisadvantaged individuals, including occupationally specific courses of study, cooperative education, and apprenticeship programs;

b. vocational education programs and activities for handicapped individuals will be provided in the least restrictive environment in accordance with Section 612(5)(B) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the Individualized Education Program required under Section 612(4) and Section 614(a)(5) of that Act; and

c. vocational education planning for handicapped individuals will be coordinated between appropriate representatives of vocational education and special education.

(17) Programs funded under Part C of Title III (Adult Training, Retraining, and Employment Development) will be designed with the active participation of the State Council on Vocational Education; will make maximum use of existing institutions; will be planned to avoid duplication of programs of institutional capabilities; will be designed, to the fullest extent possible, to strengthen institutional capacity to meet education and training needs addressed by the subject Part; will involve close cooperation with and participation by public and private employers and public and private agencies working with problems of employment and training and economic development; and, where appropriate, will involve coordination with programs under the Rehabilitation Act of 1973 and the Education of the Handicapped Act.

(18) Funds received under Part E of Title III (Industry/Education Partnership for Training in High-Technology Occupations) will be:

a. used solely for vocational education programs designed to train skilled workers and technicians in high-technology occupations, including programs providing related instruction to apprentices, and projects to train skilled workers needed to produce, install, operate, and maintain high-technology equipment, systems, and processes; and

b. used, to the maximum extent practicable, in coordination with the Job Training Partnership Act (JTPA) to avoid duplication of effort and to ensure maximum effective utilization of funds under the Act and JTPA.

(19) Not less than fifty percent (50%) of the aggregate costs of programs and projects assisted under Part E of Title III will be provided from nonfederal sources, and not less than fifty percent (50%) of such nonfederal share of aggregate costs in the state will be provided by participating business and industrial firms (which share may be in the form of cash or of in-kind contributions, such as facilities, overhead, personnel, and equipment, fairly valued).

(20) Programs and projects assisted under Part F of Title III will be:

a. coordinated with those assisted under Title II and, to the maximum extent practicable (consistent with the purposes of Title II programs), supportive services will be so organized as to serve programs under both titles; and

b. developed with the active participation of the State Council on Vocational Education.

Submitted by the State of Missouri

Approved by Members of the Missouri State Board of Education

Robert E. Bartman

Robert E. Bartman, Commissioner of Education

on April 21, 1988

PLANNED USES OF FEDERAL FUNDS - FY 1989-90

	1989		1990	
	FEDERAL	STATE/LOCAL	FEDERAL	STATE/LOCAL
TITLE II - BASIC GRANT	$16,877,397	$27,822,713	$16,877,397	$50,809,713
State Administration	1,091,418	1,100,000	1,091,418	1,100,000
Sex Equity Administration	90,000	-0-	90,000	-0-
TOTAL ADMINISTRATION	1,181,418	1,100,000	1,181,418	1,100,000
PART A				
Handicapped	1,569,599	1,569,598	1,569,599	1,569,598
Disadvantaged	3,453,115	3,453,115	3,453,115	3,453,115
Adult	1,883,517	5,500,000	1,883,517	28,487,000
Single Parent/Homemaker	1,334,158	-0-	1,334,158	-0-
Sex Bias/Stereotyping	549,360	-0-	549,360	-0-
Corrections	156,959	-0-	156,959	-0-
TOTAL PART A	8,946,708	10,522,713	8,946,708	33,509,713
PART B				
Local Administration	200,000	4,500,000	200,000	4,500,000
Program Improvement/ Innovation/Expansion	3,600,000	3,600,000	3,600,000	3,600,000
Curriculum Development	900,000	-0-	900,000	-0-
Personnel Development	550,000	100,000	550,000	100,000
Guidance and Placement	1,200,000	700,000	1,200,000	700,000
Equipment	-0-	7,000,000	-0-	7,000,000
Special Projects	299,271	300,000	299,271	300,000
TOTAL PART B	6,749,271	16,200,000	6,749,271	16,200,000

	1989		1990	
	FEDERAL	STATE/LOCAL	FEDERAL	STATE/LOCAL
TITLE III - SPECIAL PROGRAMS				
PART A				
Community-Based Organizations	142,459	-0-	142,459	-0-
TOTAL PART A	142,459	-0-	142,459	-0-
PART B				
Consumer Homemaker Education	621,848	-0-	621,848	-0-
Leadership Activities	50,034	-0-	50,034	-0-
State Administration	42,886	42,886	42,886	42,886
TOTAL PART B	714,768	42,886	714,768	42,886
PART C				
Adult Training/ Retraining/Employment Development	-0-	-0-	-0-	-0-
TOTAL PART C	-0-	-0-	-0-	-0-
PART D				
Comprehensive Career Guidance and Counseling	-0-	-0-	-0-	-0-
TOTAL PART D	-0-	-0-	-0-	-0-
PART E				
Industry/Education Partnership for Training In High-Technology Occupations	-0-	-0-	-0-	-0-
TOTAL PART E	-0-	-0-	-0-	-0-
GRAND TOTAL	$17,734,624	$27,865,599	$17,734,624	$50,852,599

DESCRIPTION OF PLANNED USES OF FEDERAL FUNDS

As can be noted in the preceding table, the amounts allocated for state administration and the sex equity set-aside are within the 7 percent administrative cap, as required by the Act. The Department has reserved 10 percent of the basic grant funds for handicapped programs, while an additional 22 percent of the basic grant is set aside for disadvantaged and LESA programs. One hundred percent of the amount set aside for handicapped and disadvantaged programs will be allocated to eligible recipients. The adult set-aside will be reserved in a state pool. Eligible recipients may submit local applications to the state to provide, improve, and expand adult and postsecondary vocational education services and activities to train and retrain adults. Programs which provide customized training and promote economic development will receive the highest priority.

Approximately 68 percent of the set-aside for single parent/homemakers will be allocated to 55 area vocational-technical schools and to 11 community college districts. Each of the area vocational-technical schools will receive a $5,000 sum, plus an additional allocation of funds based on the adult long-term enrollment in each of the institutions. Each of the junior college districts will receive $10,000, plus an allocation based on the institutional enrollment. Thirty percent of this set-aside will be used to establish seven regional service centers which will provide comprehensive programs, services, and activities throughout the region. Eligible recipients within the seven regions will be invited to respond to a request for proposals issued by the Department. The remaining 2 percent of the set-aside will be used at the state level to provide technical assistance and resources to area vocational schools, junior colleges, and the regional service centers where programs for single parents and homemakers are conducted.

Funds set aside to eliminate sex bias and stereotyping in vocational education will be allocated to 66 institutions over the state. Fifty-five area vocational-technical schools and eleven junior college districts will each receive $6,000 to support project activities. Approximately 10 percent of the set-aside will be allocated to support state-level projects. Ninety thousand dollars will be set aside for the administration of equity projects and to administer the single parent/homemaker programs.

The set-aside for criminal offenders will be distributed to the Division of Youth Services and the Missouri Department of Corrections, both state agencies.

The uses of Title II, Part B funds are detailed in the preceding table. The Department has allocated a minimum of $900,000 to support curriculum projects, while an additional $550,000 will be used to support personnel development programs, including preservice and inservice training programs. The Department anticipates withholding approximately $299,271 to support special projects. The highest priority will be given to those projects which provide customized training for new or expanding businesses and industries which locate or expand in Missouri.

The Department expended $1,124,493 in FY 1984 to support guidance and counseling programs over the state. The Department will budget $1,200,000 for this purpose in FY 1989 and FY 1990.

The Department will allocate $3,600,000 to eligible recipients for program improvements/innovations/expansion projects. Project development will include: customized business/industry programs designed to promote economic growth; new or expanding vocational and prevocational programs; exemplary and innovative programs to upgrade skills of the employed, unemployed, limited English speaking, and displaced homemakers; activities of vocational student organizations carried out as an integral part of secondary and postsecondary instruction; and day care services for children of students in secondary and postsecondary vocational programs.

The Department plans to utilize its allocation for Title III, Part A, for assistance for vocational education support programs by community-based organizations and will issue a request for proposal to eligible recipients for joint programs with community-based organizations on an annual basis.

The Department plans to allocate the Title III, Part B funds to award grants for improving, expanding, and updating consumer and homemaking programs. Not less than one-third of the federal funds will be expended in economically depressed areas or areas with high rates of unemployment. The Department will issue a request for proposal to eligible recipients on an annual basis.

Should federal Title III, Part C, D, and E funds be appropriated, the Department plans to issue requests for proposals which meet the purposes of these parts of the Act to eligible recipients on an annual basis.

In the distribution of federal money, the Department will allocate more funds to eligible recipients in units of local government which are economically depressed or which have high unemployment rates. Less than 20 percent of the funds will be utilized by the Department for state-level activities with the remainder, or more than 80 percent, allocated for use by eligible recipients.

All eligible recipients will be required to submit local applications to expend funds in support of programs, services or activities covered by the law. The criteria the Department will use in approving applications are as follows:

1. The highest priority for approval and funding will be accorded to eligible recipients located in economically depressed areas or where high unemployment rates prevail.

2. Higher priorities will be given to those applications which impact on local economic development.

3. Higher priorities will be given to applications which respond to high-demand occupations in Missouri.

4. Eligible recipients must show written evidence of the need for programs, services or activities.

5. Eligible recipients must provide:

   a. detailed budgets for each program or project;

   b. narrative descriptions of programs or projects; and

   c. a description of how the proposed program or project will be coordinated with relevant programs under the JTPA and Adult Education Act to maximize the use of resources and avoid unnecessary duplication.

6. Eligible recipients must develop and conduct programs or projects in consultation with a local advisory committee.

For a more detailed review of the funding procedures, see Appendix B, State and/or Federal Reimbursement for Vocational Education Programs. More explicit information regarding types of programs, services, and activities, along with allowable expenditures, is found in subsequent sections of the Plan.

PLANNED USES OF STATE-APPROPRIATED VOCATIONAL EDUCATION FUNDS

Over 438 public institutions and state agencies comprise the Missouri vocational education delivery system. Programs are offered in comprehensive high schools, area vocational-technical schools, junior colleges, and senior colleges and universities. Included in the state agencies are the Department of Corrections and Human Resources and the Division of Youth Services.

Programs, services, and activities are offered at the secondary (grades 9-12), postsecondary, and adult levels of instruction. Special needs services may be designed to serve any or all of these instructional levels.

A variety of occupational training programs are offered in the major fields of Agriculture, Business and Office Education, Marketing and Cooperative Education, Occupational Home Economics Education, and Industrial and Health Occupations.

State-appropriated vocational education funds are used to provide partial financial support to maintain approved occupational training programs. State funds are used primarily to support salaries, teaching aids, and equipment acquisitions in local institutions. Detailed information concerning the procedures for distributing state funds is found in Appendix B, State and/or Federal Reimbursement for Vocational Education Programs.

The process for securing state appropriations causes state agencies to prepare an annual budget request composed of a series of line items for each category of funding. For example, in the table below it may be noted that $3.5 million has been appropriated for the Effectiveness Index Formula. To increase funds in this category, a line item with appropriate justification must be included in the annual budget request. If the General Assembly fails to appropriate additional money, the amount of funds available for that purpose remains the same as for the previous fiscal year. If an increase is granted, the amount of increase is added to the core.

The table below depicts the planned uses of state funds and indicates the requested increases by funding category.

PLANNED USES OF STATE-APPROPRIATED VOCATIONAL EDUCATION FUNDS, FY 1989

Purpose	Current Funding Level	Requested Increase
Secondary and Comprehensive Salaries	$ 1,954,028	$ -0-
Area School Salaries	10,225,000	-0-
Effectiveness Index Formula (Area Schools)	3,500,000	1,200,000
Postsecondary Salaries	2,530,000	-0-
Adult Salaries	4,243,500	1,700,000
Contracted Services	750,000	-0-
Customized Training	2,620,000	-0-
Students at Risk	-0-	900,000
Farmers at Risk	-0-	300,000
Local Administration/Ancillary Services	1,920,000	-0-
Personnel Development/Inservice	105,000	-0-
Equipment	2,720,000	-0-
Industrial Technology	135,000	-0-
High-Tech Centers	185,000	-0-
Evaluation Centers	25,000	-0-
Vocational Preparation, Special Needs	375,000	-0-
Area School Construction	679,250	1,378,900
	$31,966,778	$5,478,900

VOCATIONAL EDUCATION OPPORTUNITIES PROGRAM
(Title II, Part A, of the Act)

OVERVIEW

Funds allocated to eligible recipients for vocational education opportunities are to be used to provide vocational education services and activities designed to meet the special needs and enhance the participation of:

1. Handicapped individuals;
2. Disadvantaged individuals;
3. Adults who are in need of training and retraining;
4. Individuals who are single parents or homemakers;
5. Individuals who participate in programs designed to eliminate sex bias/stereotyping in vocational education; and
6. Criminal offenders who are serving in a correctional institution.

Allocations to eligible recipients will be made on an annual basis; however, program applications will cover a two-year period.

Information regarding local matching requirements, description of services and activities, and the use of funds is provided for each group. Program planners are urged to coordinate planning activities with relevant programs conducted under the Job Training Partnership Act and the Adult Education Act to avoid duplication of services and to maximize the use of available resources.

HANDICAPPED INDIVIDUALS

The term "handicapped" means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, and other health-impaired persons or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

Each eligible recipient shall use the portion of its allotment available for the handicapped to provide 50 percent of the expenditures limited to supplemental or additional staff, equipment, materials, and services not provided to other individuals in vocational education which are essential for handicapped individuals to participate in vocational education.

The eligible recipient's 50 percent match may include local funds and restricted indirect costs established by the Department of Elementary and Secondary Education. The restricted indirect cost rate can be applied only to the amount of the allocation that the eligible recipient will spend during a single fiscal year.

Eligible recipients must agree to the following assurances:

1. The eligible recipient will provide equal access to handicapped individuals in recruitment, enrollment, and placement.

2. The eligible recipient will provide handicapped individuals equal access to the full range of vocational programs available to nonhandicapped individuals.

*3. Information will be provided no later than the beginning of the ninth-grade year to handicapped students and their parents concerning the opportunities available in vocational education together with the eligibility requirements for enrollment in vocational education programs.

*4. The provision of vocational programs and activities for handicapped individuals will be in the least restrictive environment in accordance with the Education of the Handicapped Act (P.L. 94-142).

*5. Vocational education will be a component of the Individualized Education Program for handicapped students when appropriate and will be planned through a coordinated effort by appropriate representation of Vocational Education and Special Education.

6. The interests, abilities, and special needs of each handicapped student will be assessed with respect to successfully completing a vocational education program. The assessment process will be designed to determine the vocational potential by observing and measuring the interests, abilities, and special needs and using these results to assist in formulating a realistic vocational plan.

7. Special services which may include adaptation of curriculum, instruction, equipment, and facilities, et cetera, designed to meet the needs identified through the student assessment process will be provided. Emphasis will be placed on mainstreaming special needs students in regular vocational programs, using such strategies as resource personnel, supplemental staff, resource materials, basic skills instruction, equipment, et cetera.

8. Guidance, counseling, and career development activities will be conducted by professionally trained counselors who are associated with the provision of the special services defined in Item 7 above.

9. The transition from school to employment and career opportunities will be facilitated through guidance and counseling services. The activities include the following: preemployment skills training, placement services for entry into the labor market, and guidance services to facilitate the transition to further training.

---

*Not applicable for postsecondary or adult individuals.

10. Any service and activity submitted for approval will be provided exclusively for the handicapped individuals identified by the definitions. Records on the individuals identified and their assessed needs must be maintained at the local level.

11. The eligible recipient will provide the approved service or activity as outlined under the use of funds and will adhere to the description regarding the delivery system and personnel requirements.

12. The eligible recipient assures that professional staff employed to serve special needs students will avail themselves of inservice training when notified and their presence is requested by the Vocational Special Needs Section, Department of Elementary and Secondary Education.

The following activities and services are provided to give direction to local planners for appropriate uses of these funds.

Notification and Provision of Information which annually will be provided no later than the ninth-grade year to handicapped students and their parents concerning the opportunities available in vocational education, as required by law.

Funds may be used for:

Publications

Travel

Supplies and Materials

Public Announcements

GUIDANCE, COUNSELING, CAREER DEVELOPMENT, AND PLACEMENT services and activities to: appropriately place students into vocational education programs, assist students in successful completion of vocational education programs, and facilitate the transition from school to employment or further training. The services and activities identified may include the following: vocational assessment/evaluation; occupational orientation; acquisition of career awareness and exploration materials; dropout prevention; outreach, placement, and follow-up; and other unique needs identified by the eligible recipient. ONLY the cost of additional services and activities which are required for handicapped students and which cannot be provided by the existing counseling staff may be considered. (NOTE: The additional personnel cannot be used to satisfy the counselor/student ratio requirement for school classification purposes.)

Funds may be used for:

Professional Staff Salaries - for:
Vocational Counseling Services and Activities (A minimum of a Missouri Secondary Counseling Certificate is required.) and
Vocational Evaluation (A minimum of a Baccalaureate Degree and a Missouri Vocational Evaluation Certificate or a Missouri Secondary Counseling Certificate is required.)

Aide Salaries - Must have a minimum of 60 semester hours of college credit and an official transcript on file at the local level.

Clerical Salaries - Must be assigned directly to and be supervised by professional staff; no certification requirements.

Staff Fringe Benefits

Travel - For direct student services at the local level.

Equipment

Career Awareness and Exploration Materials

Assessment Materials

Assessment Supplies

VOCATIONAL RESOURCE EDUCATOR (VRE) is a nonteaching (ancillary) position. The role and responsibilities are: to assist handicapped students in appropriate vocational education placement, providing appropriate vocational opportunities with reasonable vocational objectives; to provide such resource assistance to vocational instructors as obtaining resource materials, advising and assisting in equipment and curriculum modifications, and acting as a liaison with other school and agency personnel; and to assist in the placement of students into gainful employment after training.

Activities of the VRE may include: participation in the Individualized Education Program (IEP) development (secondary); coordination with the Division of Vocational Rehabilitation (secondary and postsecondary); facilitating placement in appropriate vocational classes; assisting the vocational director/dean/counselor in integrating students into the mainstream; working with sending schools to coordinate instructional goals; providing readers, interpreters, and notetakers; advising and assisting on curriculum modification needs; and serving as community/agency/parental liaison.

Funds may be used for:

Professional Staff Salaries - Minimum of a Baccalaureate Degree and a Missouri teaching certificate in Vocational Education/Special Education or Missouri Secondary Counseling Certificate.

Clerical Salaries - Assigned directly to and supervised by the professional staff; no certification requirements.

Equipment

Supplies

Travel - For direct student services at the local level.

BASIC SKILLS INSTRUCTION includes instruction in mathematics, reading, and writing skills essential for the student to successfully complete a vocational education program. This basic skills instruction must, for each

student, address the specific deficiencies which have been identified through the assessment process, be coordinated with the vocational teacher, and be provided on an individual basis concurrently with the student's enrollment in a vocational program. If similar basic skills deficiencies can be identified for multiple students, group instruction may be provided, so long as the instruction targets specific skill building as related to the identified deficiencies and the specific vocational program in which the student is enrolled. By no means should this imply that a continuing class of basic skills instruction should be provided to a group of students. Instruction should be provided with a maximum of flexibility of scheduling.

Funds may be used for:

Professional Staff Salaries - Minimum of a Baccalaureate Degree and Missouri teaching certificate in Elementary Education or a Missouri secondary certificate in the area of basic skills to be taught.

Staff Fringe Benefits

Equipment

Supplies

SUPPLEMENTAL PROFESSIONAL STAFF - Supplemental staff may be used to assist vocational instructors in the provision of instruction related to the occupation or occupations for which the students are in training or additional instruction as is necessary for students to benefit from such training. The Department also recognizes that there are handicapped students who will require additional time for training in vocational education programs in order to gain sufficient competencies for entry-level employment. In situations where the eligible recipient can document, through proper assessment, that a student can benefit from additional training, the Department will permit early entry into vocational education programs. In no case should this occur before the student enters the ninth grade or has attained the age of fifteen years. Each student's Individualized Education Program must include specific reference to the need for vocational training and the objectives to be realized.

Funds may be used for:

Professional Staff Salaries - Missouri vocational teaching certificate in the occupational area assigned or a Missouri teaching certificate in Industrial Arts.

Staff Fringe Benefits

Travel - For direct student services at the local level.

VOCATIONAL TEACHER AIDES may be used to provide assistance to vocational education teachers. The aide may assist the teacher in the instructional process to reinforce instruction provided by the teacher, monitor students at work stations in a laboratory, and provide assistance in competency testing, et cetera.

Funds may be used for:

Aide Salaries - Must have a minimum of 60 semester hours of college credit and an official transcript must be on file at the local level or, if the aide is assigned to a specific occupational training program and has a minimum of three year's work experience in the occupational area with a high school diploma or equivalency, the 60-hour requirement may be waived. The education requirement and work experience must be documented in writing and be on file at the local level.

TUTORS may be used to assist postsecondary and adult students who are handicapped in successful completion of a vocational education program.

Funds may be used for:

Tutor Salaries - No certification requirements. The eligible recipient is responsible for acquiring personnel with the competencies required.

SEPARATE VOCATIONAL EDUCATION PROGRAMS - When an eligible recipient determines the conditions of students require a separate vocational education program, the allocation may be used for the costs of the services and activities in separate vocational education programs which exceed the average per-pupil expenditures for services and activities in regular vocational education programs. ONLY programs approved by the Vocational Division, Department of Elementary and Secondary Education, are eligible to be considered for excess cost approval.

INTERPRETERS FOR THE DEAF may be used to assist deaf students in successful completion of a vocational education program.

Funds may be used for:

Interpreter Salaries - No certification requirements. The eligible recipient is responsible for acquiring personnel with the competencies required.

READERS AND NOTETAKERS may be used to assist handicapped students in successful completion of a vocational education program.

Funds may be used for:

Reader and Notetaker Salaries - No certification requirements. The eligible recipient is responsible for acquiring personnel with the necessary skills and competencies.

Materials

Supplies

Materials and Supplies to assist special needs students to complete a vocational education program, but limited to those not provided other nonhandicapped students.

Special Equipment/Equipment Modifications essential for handicapped students to enroll and successfully complete a vocational education training program.

Other unique services and activities may be submitted for approval.

DISADVANTAGED INDIVIDUALS

The term "disadvantaged" means, individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency (LEP) and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.

"Academically disadvantaged individual" means, an individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0) or fails to attain minimal academic competencies.

"Economically disadvantaged family or individual" means, families or individuals who are determined by the eligible recipient to be low-income according to the latest available data, such as AFDC, free or reduced lunch or Pell Grant.

"Limited English Proficiency (LEP)" means, individuals: who were not born in the United States or whose native language is a language other than English; who come from environments where a language other than English is dominant; who are American Indians and Alaskan native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who by reasons thereof, have sufficient difficulty speaking, reading, writing or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Each eligible recipient shall use the portion of its allotment available for the disadvantaged to provide 50 percent of the expenditures limited to supplemental or additional staff, equipment, materials, and services not provided to other individuals in vocational education which are essential for disadvantaged individuals to participate in vocational education.

The eligible recipient's 50 percent match may include local funds, third-party contributions, approved in-kind contributions, and restricted indirect costs established by the Department of Elementary and Secondary Education.

All in-kind contributions which the eligible recipient wishes to use as matching funds must receive prior approval by the Department of Elementary and Secondary Education. The current fair value of donated equipment, materials or supplies which are only used by disadvantaged students and essential to their successful completion of the program or donations of time valued at rates consistent with those ordinarily paid for similar work are considered third-party in-kind contributions. Third-party contributions and approved in-kind contributions will only be allowed when an eligible

recipient determines that it cannot otherwise provide the matching funds. The inclusion of the value of third-party contributions and approved in-kind contributions as matching funds on the eligible recipient's FV-2 form and a Statement of Assurance form, signed by the chief administrator, constitutes this admission.

The restricted indirect cost rate can be applied only to the amount of the allocation that the eligible recipient will spend during a single fiscal year.

Eligible recipients must also agree to the following assurances:

1. The eligible recipient will provide equal access to disadvantaged individuals in recruitment, enrollment, and placement.

2. The eligible recipient will provide disadvantaged individuals equal access to the full range of vocational programs available to nondisadvantaged individuals.

*3. Information will be provided no later than the beginning of the ninth-grade year to disadvantaged students and their parents concerning the opportunities available in vocational education together with the eligibility requirements for enrollment in vocational education programs.

4. The interest, abilities, and special needs of each disadvantaged student will be assessed with respect to successfully completing a vocational education program. The assessment process shall be designed to determine the vocational potential by observing and measuring the interests, abilities, and special needs and using these results to assist in formulating a realistic vocational plan.

5. Special services which may include adaptation of curriculum, instruction, equipment, and facilities, et cetera, designed to meet the needs identified through the student assessment process will be provided. Emphasis will be placed on mainstreaming special needs students in regular vocational programs, using such strategies as resource personnel, supplemental staff, resource materials, basic skills instruction, equipment, et cetera.

6. Guidance, counseling, and career development activities will be conducted by professionally trained counselors who are associated with the provision of the special services defined in Item 5 above.

7. The transition from school to employment and career opportunities will be facilitated through guidance and counseling services. The activities include the following: preemployment skills training, placement services for entry into the labor market, and guidance services to facilitate the transition to further training.

---

*Not applicable for postsecondary or adult individuals.

8. Any service and activity submitted for approval will be provided exclusively for the disadvantaged/LEP individuals identified by the definitions. Records on the individuals identified and their assessed needs must be maintained at the local level.

9. The eligible recipient will provide the approved service or activity as outlined under the use of funds and will adhere to the description regarding the delivery system and personnel requirements.

10. The eligible recipient assures that professional staff employed to serve special needs students will avail themselves of inservice training when notified and their presence is requested by the Vocational Special Needs Section, Department of Elementary and Secondary Education.

The following activities and services are provided to give direction to local planners for appropriate uses of these funds.

Notification and Provision of Information which annually will be provided no later than the ninth-grade year to disadvantaged students and their parents concerning the opportunities available in vocational education, as required by law.

Funds may be used for:

Publications

Travel

Supplies and Materials

Public Announcements

GUIDANCE, COUNSELING, CAREER DEVELOPMENT, AND PLACEMENT services and activities to: appropriately place students into vocational education programs, assist students in successful completion of vocational education programs, and facilitate the transition from school to employment or further training. The services and activities identified may include the following: vocational assessment/evaluation; occupational orientation; acquisition of career awareness and exploration materials; dropout prevention; outreach; placement and follow-up; and other unique needs identified by the eligible recipient. ONLY the cost of additional services and activities which are required for the special needs students and which cannot be provided by the existing counseling staff may be considered. (NOTE: The additional personnel cannot be used to satisfy the counselor/student ratio requirement for school classification purposes.)

Funds may be used for:

Professional Staff Salaries - Minimum of a Baccalaureate Degree and a Missouri Vocational Evaluation Certificate or a Missouri Secondary Counseling Certificate is required.

Aide Salaries - Must have a minimum of 60 semester hours of college credit and an official transcript on file at the local level.

Clerical Salaries - Must be assigned directly to and supervised by professional staff; no certification requirements.

Staff Fringe Benefits

Travel - For direct student services at the local level.

Equipment

Career Awareness and Exploration Materials

Assessment Materials

Assessment Supplies

BASIC SKILLS INSTRUCTION includes instruction in mathematics, reading, and writing skills essential for the student to successfully complete a vocational education program. This basic skills instruction must, for each student, address the specific deficiencies which have been identified through the assessment process, be coordinated with the vocational teacher, and be provided on an individual basis concurrently with the student's enrollment in a vocational program. If similar basic skills deficiencies can be identified for multiple students, group instruction may be provided, so long as the instruction targets specific skill building as related to the identified deficiencies and the specific vocational program in which the student is enrolled. By no means should this imply that a continuing class of basic skills instruction should be provided to a group of students. Instruction should be provided with a maximum of flexibility of scheduling.

Funds may be used for:

Professional Staff Salaries - Minimum of a Baccalaureate Degree and a Missouri teaching certificate in Elementary Education or a Missouri secondary certificate in the area of basic skills to be taught.

Staff Fringe Benefits

Equipment

Supplies

SUPPLEMENTAL PROFESSIONAL STAFF - Supplemental staff may be used to assist vocational instructors in the provision of instruction related to the occupation or occupations for which the students are in training or additional instruction as is necessary for students to benefit from such training. The Department also recognizes that there are academically disadvantaged students who will require additional time for training in vocational education programs in order to gain sufficient competencies for entry-level employment. In situations where the eligible recipient can document, through proper assessment, that a student can benefit from additional training, the Department will permit early entry into vocational

education programs. In no case should this occur before the student enters the ninth grade or has attained the age of fifteen years. Each student must have an educational plan which includes specific reference to the need for additional time in vocational training and the objectives to be realized.

Funds may be used for:

Professional Staff Salaries - Missouri vocational teaching certificate in the occupational area assigned or a Missouri teaching certificate in Industrial Arts.

Staff Fringe Benefits

Travel - For direct student services at the local level.

VOCATIONAL TEACHER AIDES may be used to provide assistance to vocational education teachers. The aide may assist the teacher in the instructional process to reinforce instruction provided by the teacher, monitor students at work stations in a laboratory, and provide assistance in competency testing, et cetera.

Funds may be used for:

Aide Salaries - Must have a minimum of 60 semester hours of college credit and an official transcript must be on file at the local level or, if the aide is assigned to a specific occupational training program and has a minimum of three year's work experience in the occupational area with a high school diploma or equivalency, the 60-hour requirement may be waived. The educational requirement and work experience must be documented in writing and be on file at the local level.

TUTORS may be used to assist postsecondary and adult students who are disadvantaged in successful completion of a vocational education program.

Funds may be used for:

Tutor Salaries - No certification requirements. The eligible recipient is responsible for acquiring personnel with the competencies required.

SEPARATE VOCATIONAL EDUCATION PROGRAMS - When an eligible recipient determines the conditions of students require a separate vocational education program, the allocation may be used for the costs of the services and activities in separate vocational education programs which exceed the average per-pupil expenditures for services and activities in regular vocational education programs. Calculations documenting excess costs must be submitted for approval. ONLY programs approved by the Vocational Division, Department of Elementary and Secondary Education, are eligible to be considered for excess cost approval.

LIMITED ENGLISH PROFICIENCY (LEP) STUDENTS - Other than teaching English as a second language, any category of services and activities defined in this section may be provided as deemed necessary and appropriate by the eligible recipient to aid the LEP student in successful completion of a vocational education program.

Funds may be used for:

Professional Staff Salaries - English-as-a-Second-Language Teacher to teach vocabulary and English skills applicable to a student's vocational program; requires a Missouri teaching certificate.

Interpreter Salaries - No certification requirements. The eligible recipient is responsible for acquiring personnel with the competencies required.

Bilingual Tutor Salaries - List salaries under Interpreter on the budget worksheet. No certification requirements. The eligible recipient is responsible for acquiring personnel with the competencies required.

Equipment

Materials

Supplies

Materials and Supplies essential for disadvantaged students to complete a vocational education program, but limited to those not provided other nondisadvantaged students.

Special Equipment/Equipment Modification essential for disadvantaged students to enroll and successfully complete a vocational education training program.

Other unique services and activities may be submitted for approval.

ADULTS IN NEED OF TRAINING OR RETRAINING

The term "adult" includes individuals who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate degree, but which are not designed as baccalaureate or higher degree programs; and individuals who have already entered the labor market, or have completed or left high school, and who are not described above.

Eligible recipients may request funds to provide, improve, and expand adult and postsecondary vocational education services and activities to train and retrain adults. Programs which provide customized training and promote economic development should receive priority in the planning process. Local planners should coordinate program planning with relevant programs conducted under the Job Training Partnership Act and the Adult Education Act to expand training opportunities for adults and avoid duplication of services.

Federal funds will be used in combination with state funds to provide reimbursement for salary expenditures of adult vocational education teachers and coordinators. Funds for such purposes may be requested on the Form FV-1 (Vocational Budget Application).

INDIVIDUALS WHO ARE SINGLE PARENTS OR HOMEMAKERS

The term "single parent" means an individual who:

A) is unmarried or legally separated from a spouse, and
B) has a minor child or children for which the parent has either custody or joint custody.

The term "homemaker" means an individual who:

A) is an adult, and
B) has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills.

Each eligible recipient may use the portion of its allotment for single parents/homemakers to provide 100 percent of the expenditures for vocational education and training activities, including basic literacy instruction and necessary educational materials, which will give single parents and homemakers marketable skills. In planning expenditures in this area, emphasis will be given to assisting individuals with the greatest financial need. Also, special consideration will be given to homemakers who, because of divorce, separation or the death or disability of a spouse, must prepare for paid employment.

Funds may be used for:

Outreach

-- clerical salaries (must be assigned directly to serve the population and be supervised by professional staff);

-- brochures, announcements, flyers, public service announcements, posters, billboards;

-- travel for staff to community activities involving presentations;

-- telephone costs associated with expanded service inquiries; and

-- other activities to inform clients of programs and support services.

Orientation

-- professional staff salaries for certified counselors; and

-- preenrollment activities in form of course, series of courses, workshop or seminar designed to focus on:

career exploration, assessment, and decision making, including nontraditional, technical, and high-demand occupations; and

self-esteem building, stress management, family and work relationships related to client need.

Tuition

-- per client enrolled in a long-term preparatory vocational program designed to prepare an adult with sufficient skills and knowledge to enter an occupation new to them or an apprenticeship program.

Basic Literacy Instruction

-- certified teacher salaries;

-- job readiness training, including job application, resume writing, interview, search, et cetera; and

-- other activities in relation to vocational program (math, science).

Educational Materials

-- acquisition of materials used in orientation activities, including current nontraditional, technical, and high-demand occupational information, training materials, testing or assessment.

Child Care

-- dependent care for children of individuals in vocational programs. Local district must provide or arrange for accredited child care service directly with provider.

Transportation

-- actual costs (bus fare, fuel purchase amounts, et cetera) attributable for transportation to and from for individuals with documented need enrolled in a long-term preparatory vocational program.

Other

-- other activity that improves access/opportunity/marketability of this target population.

GRANT AWARD - In addition to allocations to eligible recipients, the Department will issue a request for proposal (RFP) to establish seven centers in strategic locations throughout the state. The centers will offer a comprehensive program of services to single parents and homemakers. The RFP will specify requirements and details on goals, priorities, time frames, funds available, assurances, and product. Eligible recipients desiring to participate must submit a written proposal to:

Director of Special Vocational Services
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102

Proposals will be read by a review team and notification will be made in writing to the eligible recipients regarding the proposal status.

INDIVIDUALS WHO PARTICIPATE IN PROGRAMS DESIGNED TO ELIMINATE SEX BIAS AND STEREOTYPING IN VOCATIONAL EDUCATION

Each eligible recipient may use this portion of its allotment for activities designed to eliminate sex bias and stereotyping in vocational education to provide 100 percent of the expenditures for:

Program, service or activity designed to eliminate sex bias and stereotyping in secondary and postsecondary education (Type A); and

Vocational education program, service or activity for girls and women, ages 14 through 25, designed to enable the participants to support themselves and their families (Type B).

Services and activities for Type A programs may include:

Outreach

-- clerical salaries (must be assigned directly to serve the population and be supervised by professional staff);

-- recruitment of males and females into a nontraditional vocational program (brochures, posters, public service announcements, audiovisuals, et cetera); and

-- to community in relation to student need (parent, peer, business, industry, labor).

Orientation

-- professional staff salaries for certified counselors; and

-- preenrollment activities with focus on career exploration, assessment and decision making, including expansion into nontraditional programs, high-technology and high-demand occupations.

Tuition

-- per student or client enrolled in a nontraditional vocational program designed to prepare students with sufficient skills and knowledge to enter an occupation new to them or for entry into an apprenticeship program.

Instruction

-- certified teacher salaries;

-- self-concept building in relation to career choice;

-- dual career planning;

-- changing roles of men and women in the work place;

-- examination of sex bias attitudes and language usage;

-- job readiness training (job application, job resume, appropriate dress and grooming, interview techniques);

-- job search training;

-- performance expectations on the job;

-- sexual harassment on the job;

-- goal setting and decision making for upward mobility; and

-- other topical instructional programs justified by the program operator.

Support Services

-- retention services for males and females in nontraditional vocational programs:

coordination of parent and/or peer group activities which support the student;

facilitate problem solving in relationships with student to instructor, counselor, other students;

identify and explore potential problems within an occupational cluster for students and facilitate problem solving; and

utilize program and general advisory committees to assist in outreaching the community to expand the program for selected students in need.

-- dependent care for children of individuals in vocational programs - district must provide or arrange for accredited child care service directly with provider.

Education Materials

-- acquisition of materials used in orientation and instruction activities, including regular nontraditional programs.

Services and activities for Type B programs may include:

Outreach

-- clerical salaries (must be assigned directly to serve the population and be supervised by professional staff); and

-- brochures, announcements, flyers, posters.

Orientation

-- professional staff salaries for certified counselors;

-- vocational assessment, including nontraditional and high-technology career exploration; and

-- preenrollment activities with focus on career exploration, assessment, and decision making, including expansion into nontraditional programs, high-technology and high-demand occupations.

Tuition

-- per client or student enrolled in a nontraditional vocational program designed to prepare students with sufficient skills and knowledge to enter an occupation new to them or entry into an apprenticeship program.

Instruction

-- certified teacher salaries;

-- basic skills in relation to vocational program;

-- self-concept building in relation to career choice;

-- career planning;

-- changing roles of men and women in the work place;

-- job readiness training; and

-- job search training.

Support Services

-- dependent care for children of individuals in vocational programs - district must provide or arrange for accredited child care directly with provider.

Educational Materials

-- acquisition of materials used in orientation and instruction activities, including regular nontraditional programs.

Eligible recipients desiring to participate should contact the:

Director of Special Vocational Services
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102

CRIMINAL OFFENDERS WHO ARE SERVING IN A CORRECTIONAL INSTITUTION

The term "criminal offender" means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

GRANT AWARD - The Department will issue guidelines for proposals to meet the special needs of criminal offenders who are serving in a correctional institution for vocational education services or activities.

The guidelines will specify requirements and details concerning goals, priorities, time frames, funds available, assurances, and product.

Eligible recipients desiring to participate should contact the:

Director of Vocational Special Needs and
Guidance Services
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102

ADMINISTRATIVE COSTS (Area Vocational-Technical Schools and Community/ Junior Colleges ONLY)

Of the eligible recipient's actual expenditure, up to 10 percent from the Title II-A allocation may be used to support vocational administrative direct costs. The total amount of state and federal funds, in combination, may not exceed 50 percent of the actual expenditure for administrative costs.

VOCATIONAL EDUCATION IMPROVEMENT, INNOVATION, AND EXPANSION PROGRAM
(Title II, Part B, of the Act)

OVERVIEW

Under this part of the law, eligible recipients are given a broad range of choices to use funds. Keep in mind that the law DOES NOT PERMIT the use of Title II, Part B money to maintain existing programs. Routine expenditures, such as supply purchases, normal intradistrict teacher travel, and expenditures on students in vocational student organizations, ARE NOT eligible for reimbursement. The law specifically prohibits supplanting local funds with federal money. The law encourages eligible recipients to expand, improve, modernize, and/or develop high-quality vocational education programs. Suggestions for projects are provided in the following categories of personnel, program, and curriculum development. Title II-B programs are funded at 50 percent of the incurred cost. Eligible recipients (a local educational agency or a postsecondary education institution) must supply the remaining 50 percent of the direct project costs. Title II, Part B allocations will be made to eligible recipients on an annual basis. Eligible recipients desiring to utilize their allocation must complete a Local Application for Federal Vocational Funding, which will cover a two-year period (1989-90), and statements of planned uses of funds annually. Eligible recipients which do not wish to use their 1989 allocation, but desire to participate in the 1990 Title II-B program, must complete a Local Application for Federal Vocational Funding.

Any vocational education project, service or activity that was not provided by the recipient during the instructional term that preceded funding under this program may be considered a new, expanded, improved, modernized or developed project, service or activity and may be considered so for up to two years (1989-90).

Program planners are urged to coordinate planning activities with relevant programs conducted under the Job Training Partnership Act and the Adult Education Act to avoid duplication of services.

EQUIPMENT

The Department will continue to support the acquisition of instructional equipment which has been properly authorized by state program directors. As a state fund has been established for this purpose, eligible recipients should not request equipment purchases under the Title II-B allocation. Requests for equipment purchases should be itemized on the Form FV-4 (Equipment, Teaching Aids or Other Items Form) and sent to the Director of Vocational Finance on or before July 1 of each year.

CURRICULUM DEVELOPMENT

Projects may provide for the development or improvement and implementation of a Vocational Instructional Management System to include program/course competency list validation, student performance evaluation criteria or management/record-keeping systems. Other projects could include the integration of vocational student organization activities into curriculum/competencies, infusion of practical applications of math/science into

curriculum, infusion of basic math and language skills into curriculum, infusion of entrepreneurial concepts/skills into curriculum, and articulation of curriculum from prevocational courses/programs to vocational programs and/or from secondary to postsecondary/adult programs.

Funds may be used for:

Salary Expenditures - Contract extension, release time, and/or use of substitute teachers (time to work on VIMS, IMS, curriculum, et cetera).

Consultant Services - Honorarium and/or fees for workshops (VIMS, IMS, et cetera).

Support Services - Printing and production costs of guides, brochures, vocational course booklets, teacher aides, et cetera.

Materials and Supplies - Items to be used in the development of curriculum.

PERSONNEL DEVELOPMENT

Projects may include inservice training designed to increase the competencies of vocational and prevocational education teachers, counselors, and administrators. Programming could include on-campus and off-site meetings/workshops and teacher exchange programs with business and industry.

Funds may be used for:

Salary Expenditures - Contract extension, release time, and/or use of substitute teachers.

Travel - As per local policy (may be in-state or out-of-state professional meetings). These expenditures must be paid for by the eligible recipient.

Consultant Services - Honorarium and/or fees for workshops (computer, VIMS, IMS, et cetera).

Tuition - Fees for special courses (computers, business/industry classes, et cetera). These expenditures must be paid for by the eligible recipient.

PROGRAM DEVELOPMENT

Projects should be designed to provide new, expanded or improved vocational education programming to better serve local/regional economic growth and development needs with particular emphasis given to customized training programs. Program development should take into account employer needs, needs of the current student population, and special needs of particular groups in the population of the institution's geographic service area.

Funds may be used for:

Salary Expenditures - Contract extension, release time, and/or use of substitute teachers, tutors, et cetera.

Communications

Travel - As per local policy (field trips, adult education, et cetera). These expenditures must be paid for by the eligible recipient.

Materials and Supplies

Child Care

Renovation - Costs to renovate existing facilities to improve vocational programming.

Tuition - Special enrollees--teenage parents, ages 16-21, who do not have job skills and/or a high school diploma, and displaced homemakers who need special services to enter the work force (child care, tuition, and transportation expenses).

Promotional and Recruitment Activities - Materials to inform parents, students, and prospective employers of vocational opportunities (special, adult, AVA Week, et cetera).

Lease of Equipment - Offset, mainframe, et cetera.

Other

ADMINISTRATIVE COSTS (Area Vocational-Technical Schools and Community/Junior Colleges ONLY)

Up to 10 percent of the eligible recipient's actual expenditure from the Title II, Part B allocation can be used to support vocational administrative positions which are presently being funded through the ancillary portion of the vocational budget. The total amount of state and federal funds, in combination, may not exceed 50 percent of the actual expenditure of each administrative position.

PLACEMENT SERVICES

Title II-B funds may be added to state funds which support a placement program. The total amount of state and federal funds, in combination, may not exceed 50 percent of the actual expenditure for the placement program.

SPECIAL PROGRAMS
(Title III of the Act)

PART A - STATE ASSISTANCE FOR VOCATIONAL EDUCATION SUPPORT PROGRAMS BY COMMUNITY-BASED ORGANIZATIONS

Grants may be provided to support joint programs of eligible recipients and community-based organizations for the provision of special vocational education services and activities for:

- Outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment or other education and training.
- Transitional services, such as attitudinal and motivational prevocational training programs.
- Prevocational educational preparation and basic skills development conducted in cooperation with business concerns.
- Special prevocational preparations programs targeted to inner-city youth, non-English speaking youth, Appalachian youth, and the youth of other urban and rural areas having a high density of poverty who need special prevocational education programs.
- Career intern programs.
- Assessment of students' needs in relation to vocational education and jobs.
- Guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

GRANT AWARD - The Department will issue a request for proposal (RFP) to eligible recipients on an annual basis. Grants are restricted to those public institutions which conduct a Department-approved vocational education program. The RFP will specify requirements and details on project goals, priorities, time frames, funds available, assurances, and deliverables.

Eligible recipients desiring to participate must submit a written proposal by the specified date in the RFP to:

Director of Vocational Special Needs and
Guidance Services
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102

Proposals will be reviewed by Department staff, and successful proposers will be notified in writing so that projects may start after July 1 with the ending date prior to June 30 of the program year in which the award is granted.

PART B - CONSUMER AND HOMEMAKING EDUCATION

Public Law 98-524 specifically mandates that grants be provided for improving, expanding, and updating consumer and homemaking programs. Special emphasis is placed on those programs which:

- Are located in economically depressed areas.
- Encourage the participation of traditionally underserved populations.
- Encourage the elimination of sex bias/stereotyping.

Grants may be made to support programs which provide instruction, services, and activities which prepare youth and adults for the occupation of homemaking and which provide instruction, services, and activities in the areas of food and nutrition, consumer education, family living and parenthood education, child development, housing and home management, clothing and textiles, and family and individual health.

GRANT AWARD - The Department will issue a request for proposal (RFP) to eligible recipients on an annual basis. Grants are restricted to those public institutions which conduct a Department-approved vocational consumer and homemaking program. The RFP will specify requirements and details on project goals and priorities, time deadlines, funds available, assurances, and deliverables.

Eligible recipients desiring to participate must submit a written proposal by the specified date in the RFP to:

Director of Home Economics Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102

Proposals will be reviewed by Department staff and successful proposers will be notified in writing so that projects may start after July 1 with an ending date prior to June 30 of the program year in which the award is granted.

PART C - ADULT TRAINING, RETRAINING, AND EMPLOYMENT DEVELOPMENT PROGRAM

Grants may be provided to eligible recipients to support the following adult training, retraining, and employment development projects, services, and activities:

- Approved vocational education and employment development projects, services, and activities designed to meet the needs of:
  a. individuals who have graduated from or left high school and who need additional vocational education for entry into the labor force;
  b. unemployed individuals who require training to obtain employment or increase their employability;

c. employed individuals who require retraining to retain their jobs or who need training to upgrade their skills to qualify for higher paid or more dependable employment;

d. displaced homemakers and single heads of households who are entering or reentering the labor force;

e. employers who require assistance in training individuals for new employment opportunities or in retraining employees in new skills required by changes in technology, products or processes; and

f. workers 55 and older.

- Short-term retraining projects designed to upgrade or update skills in accordance with changing work requirements.

- Education and training projects designed cooperatively with employers, such as:

  a. institutional and work-site programs, including apprenticeship training programs (or combinations of these programs) especially tailored to the needs of an industry or groups of industries for skilled workers, technicians or managers, or to assist the existing work force or that industry or group of industries to adjust to changes in technology or work requirements; and

  b. quick-start, customized training for workers in new and expanding industries, or to place workers in jobs that are difficult to fill because of a shortage of workers with the requisite skills.

- Build effective linkages between:

  a. vocational education programs and private sector employers through a variety of programs, including programs in which secondary school students are employed on a part-time basis as registered apprentices, with a transition to full-time apprenticeship upon graduation; and

  b. eligible recipients and economic development agencies and other public and private agencies providing job training and employment services.

- Cooperative education programs between public and private sector employers and economic development agencies, including seminars in institutional or work-site settings designed to improve management and increase productivity.

- Entrepreneurship training programs that assist individuals in the establishment, management, and operation of small business enterprises.

- Recruitment, job search assistance, counseling, remedial services, and information and outreach programs designed to encourage and assist males and females to take advantage of vocational education programs and services, with particular attention to reaching women, older workers, individuals with limited English proficiency, handicapped individuals, and disadvantaged individuals.

- Curriculum development, acquisition of instructional equipment and materials, personnel training, pilot projects, and additional related services and activities required to carry out the adult training, retraining, and employment development programs.

- The costs of serving adults in other vocational education programs, including paying the costs of instruction or the costs of keeping school facilities open longer.

- Related instruction for apprentices and apprenticeship training programs, as defined in the Act.

GRANT AWARD - The Department will issue a request for proposal (RFP) to eligible recipients on an annual basis. Grants are restricted to those public institutions which conduct a Department-approved vocational education program. The RFP will specify requirements and details on project goals, priorities, time frames, funds available, assurances, and deliverables.

Eligible recipients desiring to participate must submit a written proposal by the specified date in the RFP to:

Director of Industrial Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102

Proposals will be reviewed by Department staff, and successful proposers will be notified in writing so that projects may start after July 1 with the ending date prior to June 30 of the program year in which the award is granted.

PART D - COMPREHENSIVE CAREER GUIDANCE AND COUNSELING PROGRAMS

Grants may be provided to eligible recipients to support programs organized and administered by certified counselors, designed to improve, expand, and extend career guidance and counseling to meet the career development, vocational education, and employment needs of vocational students and potential students. In addition, the programs shall encourage the elimination of bias and stereotyping toward race, sex, age, and handicapping conditions. Further, programs must be accessible to all segments of the population.

Grants may be made to support projects to develop comprehensive guidance programs. Grants may also be made to support projects to: assist individuals in career planning and decision making; assist individuals to

make the transition from education to work, allow work-site exploration; and acquaint students with business, industry, and the labor market.

GRANT AWARD - The Department will issue a request for proposal (RFP) to eligible recipients on an annual basis. Grants are restricted to those public institutions which conduct a Department-approved guidance program. The RFP will specify requirements and details on project goals, priorities, time frames, funds available, assurances, and deliverables.

Eligible recipients desiring to participate must submit a written proposal by the specified date in the RFP to:

Director of Vocational Special Needs and
Guidance Services
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102

Proposals will be reviewed by Department staff and successful proposers will be notified in writing so that projects may start after July 1 with the ending date prior to June 30 of the program year in which the award is granted.

PART E - INDUSTRY/EDUCATION PARTNERSHIP FOR TRAINING IN HIGH-TECHNOLOGY OCCUPATIONS PROGRAMS

Grants may be provided to eligible recipients to establish and operate projects, services, and activities that:

- Provide incentives for business and industry and the vocational education community to develop programs to train the skilled workers needed to produce, install, operate, and maintain high-technology equipment, systems, and processes.

- Ensure that the programs are relevant to the labor market and accessible to all segments of the population, including women, minorities, handicapped individuals, and economically disadvantaged individuals.

- Ensure that the programs are coordinated with similar programs assisted under the basic grant program.

- Will be used, to the maximum extent practicable, in coordination with the JTPA to avoid duplication of effort and to ensure maximum effective utilization of funds.

GRANT AWARD

The Department will issue a request for proposal (RFP) to eligible recipients on an annual basis. The RFPs will be developed with active participation of the State Council on Vocational Education. Grants are restricted to those public institutions which conduct a Department-approved vocational education program and which have cooperatively developed proposals with business/industry within their service delivery area. The

RFP will specify requirements and details on project goals, priorities, time frames, funds available, assurances, and deliverables.

Eligible recipients desiring to participate must submit a written proposal by the specified date in the RFP to:

Director of Industrial Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, Missouri 65102

Proposals will be reviewed by Department staff, and successful proposers will be notified in writing so that projects may start after July 1 with the ending date prior to June 30 of the program year in which the award is granted.

DESCRIPTIONS AND ASSESSMENTS

METHODS OF JOINT PLANNING AND COORDINATION

In carrying out the purpose of the Act of promoting greater cooperation between public agencies and the private sector in preparing individuals for employment, the Department will encourage cooperation and joint planning on all levels. At the local level, this cooperation and joint planning involves each eligible recipient; various local public agencies, such as local JTPA Private Industry Councils, Employment Security Office, Economic Development Commissions, et cetera; and local business, industry, and private sector groups, including local Joint Apprenticeship Training Committees. All eligible recipients will receive a Vocational Planner's Guide which will contain specific vocational education program, service, and activity options and allocations with respect to the Act. In conjunction with the Vocational Planner's Guide, the eligible recipient will develop and submit to the Department a local application which will contain a detailed budget explaining specific uses and amounts of funds; descriptions of vocational education programs, services, and activities; and an explanation of the eligible recipient's coordination procedures with the various groups and agencies within their area and, particularly, with the individual JTPA service and delivery areas.

At the state level, the Department will encourage and provide technical assistance to each eligible recipient to increase cooperation and planning with all agencies, councils, and groups responsible for, or interested in, occupational training within their service area. Also, the Department will encourage the continuation and expansion of representation of eligible recipients on local private industry councils and will continue to encourage representation of private industry council members and private sector employers and employees on appropriate school or program advisory councils.

Cooperative efforts will continue between the Department, the State Job Training Coordinating Council, Private Industry Councils within the JTPA service delivery areas, and individual eligible recipients through:

1. Cooperative utilization of labor market information through the Missouri Occupational Information Coordinating Committee (MOICC) to facilitate planning and delivery of specific occupational training throughout Missouri;

2. Cooperative utilization of Classification of Instructional Programs (CIP) codes for program planning and reporting;

3. Cooperative development and utilization of the Vocational Instructional Management System (VIMS) to identify employment competencies for instructional programs and the development of a comprehensive and uniform competency-based instructional process;

4. Cooperative utilization of the Missouri vocational education delivery system, including area vocational schools, junior/community colleges, and state colleges and universities, as a primary mechanism to deliver instructional programs throughout the state;

5. Continued development of a cooperative approach to technical assistance which will be mutually beneficial to strengthen the statewide delivery of occupational training;

6. Cooperatively sharing operational plans in order to better coordinate statewide delivery of occupational training; and

7. Meet annually to address common problems in the employment and training field and to develop strategies for economic development, basic education, occupational training, and other areas of mutual concern.

The Department currently works closely with the Department of Economic Development, including the Division of Job Development and Training, in assisting the private sector to identify, develop, and deliver customized training for business and industry throughout the state.

As a measure of compliance with the Act, the Department will forward a listing of all vocational programs receiving funds, in whole or part, from the Act to the State Job Training Coordinating Council. This list will be divided into sublists, categorizing the vocational programs within the individual JTPA service delivery areas, and will be forwarded to the appropriate service delivery area private industry council chairperson and grant administrator. The Department will forward this Plan to the State Job Training Coordinating Council for review and comment not less than 60 days prior to submission to the Secretary. Also, a representative of the Department serves on the State Job Training Coordinating Council, and a representative of the State Job Training Coordinating Council serves on the State Council on Vocational Education. This mutual representation serves as a means of quick communication and understanding of the operation and involvement of the Councils with regard to their impact upon training needs identified within the state.

The Department has within its sphere of responsibilities the state administration of the Adult Education Act, Title I of the Elementary and Secondary Education Act of 1965 as modified by Chapter 1 of the Education Consolidation and Improvement Act, the Rehabilitation Act of 1973, and the Education of the Handicapped Act. The Commissioner and Assistant Commissioners have one scheduled meeting per month and additional meetings as needed in an effort to continually coordinate the Department's activities regarding this Act and the above-mentioned Acts. This coordination provides the mechanism to continually improve vocational training opportunities for all citizens of Missouri.

The review of this Plan by the State Council on Vocational Education resulted in the following:

The Council conveyed general support of the Plan and its direction, particularly with regard to the increased emphasis on coordination between vocational education and JTPA, and the addition of a goal relating to articulation.

The Council recommended that, in light of the importance of private sector involvement and public relations, "prospective employers" be

added to the use of program development funds under promotional and recruitment activities.

This recommendation was accepted and the reference was added.

The review of this Plan by the State Job Training Coordinating Council has not resulted in an official transmittal of the Council's comments at the time of the Plan's submission, however, informal communication indicates that they are supportive of the Plan and have no recommendations which would indicate that any alterations should be made in the Plan. If an official comment is received that would impact the Plan, an amendment will be submitted.

The review of this Plan by the state legislature has not resulted in an official transmittal of the legislature's comments at the time of the Plan's submission, however, informal communication indicates that the members are supportive of the Plan and have no recommendations which would indicate that any alterations should be made in the Plan. If an official comment is received that would impact the Plan, an amendment will be submitted.

A DESCRIPTION OF COMPLIANCE REQUIREMENTS FOR HANDICAPPED AND DISADVANTAGED SERVICES

The manner by which Missouri will comply with the federal requirements and criteria for providing programs, services, and activities to handicapped and disadvantaged students includes numerous activities, most of which represent a continuing effort to ensure equal access to high-quality vocational programs and services for all persons. Activities conducted in Missouri to comply with requirements of the law include the following: continued development and implementation of a Vocational Instructional Management System (VIMS) throughout the state's vocational education delivery system; the vocational education evaluation process; continued implementation of Missouri's Methods of Administration (MOA) for civil rights compliance; continued use, as a resource, of the nondiscriminatory admissions model developed in FY 1982 under a funded research project; and required signed assurances to be submitted with local applications. Each of these areas is discussed individually in the paragraphs which follow.

VIMS - Through VIMS implementation, appropriate entry-level and exit-level competencies are identified for each occupational program. Such identification and establishment of competencies facilitates equal access for both the disadvantaged and the handicapped--especially when combined with the notification requirements--and also facilitates coordination between special education and vocational education in developing the Individualized Education Programs (IEPs) for handicapped students and ensuring the inclusion in the IEPs of appropriate vocational objectives.

EVALUATIONS - Through the evaluation process, including local self-study, on-site review, and follow-up, the equal access, the coordination, the notification, and the service provision requirements will be reviewed, reported on, and followed up from the perspective of quality, as well as compliance.

OCR REVIEWS - The current item in Missouri's OCR review instrument, which pertains to annual notification requirements for targeted populations covered under Title VI, Title IX and Section 504, will be revised/embellished to cover the notification requirements for handicapped and disadvantaged students and their parents.

ADMISSIONS MODEL - From a project entitled "A Study to Identify Nondiscriminatory Admission Criteria for Vocational-Technical Programs" was developed a nondiscriminatory "Admissions Model." This model has served effectively as a resource in improving local student recruitment and selection procedures, particularly in our statewide network of area vocational schools. The model is expected to continue to be an effective resource for increasing access for and participation by handicapped and disadvantaged persons.

LOCAL ASSURANCES - By submitting the statements of planned uses of funds for handicapped and disadvantaged services and activities, the eligible recipient agrees to the assurances regarding handicapped and disadvantaged services and activities.

LOCAL APPLICATIONS - As an additional safeguard, all local applications for conducting programs to serve disadvantaged and handicapped students, as a condition of approval, must contain program components which provide assessment and special services, including instruction, guidance, and counseling services.

In addition to the above activities, Department staff will conduct on-site supervisory visits to local programs. This monitoring process will verify that handicapped and disadvantaged students can access, through equitable recruitment, enrollment, and placement activities, the full range of vocational programs available to all students. Moreover, as a result of the supervisory visit, staff will verify that handicapped individuals are placed in the least restrictive environment, as detailed by the Individualized Education Program and coordinated with appropriate representatives from vocational and special education. During the site visit, staff will verify that program operators have:

1. Provided information to handicapped and disadvantaged students and their parents about available vocational education opportunities and enrollment requirements; and

2. Notified such students and parents of the opportunities and requirements at least one year prior to conventional entry into such programs, but in no case later than the beginning of the ninth grade.

During the on-site visits, staff members will verify that program operators are providing to each handicapped or disadvantaged student:

1. An assessment of the interests, abilities, and special needs of that student with respect to successfully completing the vocational education program;

2. Services that are specially designated to meet identified needs, including adaptation of curriculum, instruction, equipment, and facilities;

3. Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

4. Counseling services designed to facilitate the transition from school to postschool employment and career opportunities.

STATE CRITERIA USED TO DESIGNATE ECONOMICALLY DEPRESSED AREAS, AREAS WITH HIGH UNEMPLOYMENT RATES, AND ECONOMICALLY DISADVANTAGED INDIVIDUALS

In carrying out the provisions of the Act, the Department is required to designate economically depressed areas, areas where high unemployment prevails, and economically disadvantaged families and individuals.

Designated Economically Depressed Areas

When one of the following conditions is met, an eligible recipient is declared to be located in an economically depressed area:

1. When the percentage of students enrolled in grades K-12 receiving Aid to Families with Dependent Children (AFDC) exceeds the adjusted state mean, the district is declared to be located in an economically depressed area. (The adjusted state mean is calculated by removing those school districts where the AFDC percentage exceeds the state mean by 100 percent. These districts are declared to be located in economically depressed areas. For the remaining school districts, an adjusted state mean is calculated. Districts where the AFDC percentage exceeds the adjusted state mean are declared to be located in economically depressed areas.)

2. Area vocational schools - when one-half or more of the sending schools are designated as economically depressed, then the district where the area vocational school is located is declared to be economically depressed.

3. Junior colleges, senior colleges, universities, state agencies, and community-based organizations are categorized as economically depressed when they are located in public school districts which are classified as economically depressed.

High Unemployment Rates

Eligible recipients are considered to be in an economically depressed area when high unemployment prevails if their administrative offices are located in cities or counties in which the unemployment rate exceeded the state average in two of the past four years.

Methods Used to Identify Economically Disadvantaged Families and Individuals

Students enrolled in public elementary and secondary schools whose families are receiving Aid to Families with Dependent Children or free/reduced lunch are considered to be economically disadvantaged.

Students enrolled in public postsecondary institutions who qualify for Pell Grants are considered to be economically disadvantaged.

SOURCES/METHODS OF ASSESSMENT

The proposed uses of funds described in this document are based on assessments of:

1. Missouri's overall labor market needs, current and projected, which included the identification of occupations for which trained persons are or will be needed; the skills and abilities needed in those occupations; the job creation needs for local/regional/state economic development purposes; and the special needs, existing and anticipated, caused by the increasing influence of "high technology" in creating, changing, and, perhaps, replacing jobs in certain occupational areas, and, in economic development terms, the increasing regard for the "high technology" area as an arena for encouraging and supporting small business creation and development;

2. The quality of vocational programs, services, and activities in terms of the technical relevance and the academic soundness of curriculum and instructional materials; the appropriateness of instruction and equipment to actual work-place settings and the dynamics of technological change in those settings; effectiveness of programs in facilitating articulation from prevocational courses to vocational courses and from secondary to postsecondary vocational/occupational instruction; and effectiveness of preemployment preparation programs and placement services;

3. The vocational education needs of the school and nonschool population; the relationship between labor market needs and the vocational education and career development needs of both population groups, including those with special needs, such as the disadvantaged, the handicapped, single parents or homemakers, the adult population in general (employed and unemployed), persons either in training or with career aspirations in areas considered nontraditional to their gender, and persons incarcerated in correctional institutions; and

4. The institutions which constitute the Missouri vocational education delivery system, including vocational teacher education institutions, in terms of their capability to meet the population, the program quality, and the labor market needs identified through the above-discussed assessments.

The primary sources and/or methods used to conduct the above assessments included:

- The updated set of occupational supply and demand projections for the state, prepared by the Missouri Occupational Information Coordinating Committee.

- Ongoing cooperative monitoring of economic development trends, including new, expanding, and altered business and industry training needs.

- Annual summaries of evaluation reports.

- Ongoing monitoring of local development and implementation of a Vocational Instructional Management System (VIMS).

The evaluation summaries were a key source in all four areas of assessment. The cooperative economic development trend monitoring provided information for the first and second area of assessment. The updated occupational data were used primarily in area of assessment No. 1; the VIMS monitoring results primarily in No. 2. Each of the source/method items is discussed individually below with particular attention given to the relationship between the item and the applicable area(s) of assessment.

Updated Supply and Demand Projections

Although the data were available earlier, the Missouri Occupational Information Coordinating Committee published, in November 1987, the new Occupational Data Book for Missouri. The publication includes updated demand projections to 1995 and updated supply information. The use of this data provides a statewide assessment of Missouri's overall labor market needs, current and projected, including identification of occupations for which training is or will be needed. By utilizing this updated data, in conjunction with the data generated through the Effectiveness Index Formula, local program operators have been able to assess the programming responsiveness and make appropriate programming adjustments--both from the standpoint of improvements in existing programming and also with regard to new programming. Work is continuing on developing the improved use of local and substate data sources for program planning purposes.

Cooperative Economics Development Trend Monitoring

The Department works closely with the Department of Economic Development, and particularly its Division of Job Development and Training, to provide a comprehensive system of determining the appropriate customized employment training needed by business and industry within the state, as well as those entering the state, which results in positive economic development activities within Missouri. This relationship and the subsequent programs and activities provide a continual data regarding the specific occupational training needs throughout the state. This data enables the Department, as well as local program operators, to develop effective training strategies to meet these needs. In addition, this data has provided information to enable the Department to better anticipate the need for specific training and determine future programming directions.

As a result of this data, specific training needs in high-technology areas, such as telecommunications, robotics, and laser technology, have been identified in some areas of the state. Programming to address these needs is currently being developed and improved. In addition, continued programming improvements to provide appropriate basic skills instruction to improve the employability of individuals within the state are being made.

Annual Evaluation Summaries

Missouri's instruments and procedures for local program evaluation have provided both individual institution information and, through annual summaries, trends and progress information which relate to all four assessment areas.

Evaluation summary information has provided a good information base for planning in terms of identifying current status and determining future directions for programming.

As a result of evaluation findings and special concerns being identified, spin-off studies and surveys are conducted by state vocational staff. These studies and surveys provide specific information as to needed improvements in the local, as well as the statewide, vocational education delivery system.

Monitoring VIMS Development and Implementation

Activities associated with monitoring the local development and implementation of a Vocational Instructional Management System, through the regular evaluation process and through monitoring local VIMS implementation workshops, have provided a good assessment of vocational program/curriculum quality. This process has been particularly helpful in assessing technical relevance and academic soundness of curriculum, appropriateness of instruction to the work place, and articulation efforts. Assessment in this area will continue to be a priority for continual upgrading of vocational curriculum/instruction. While there has been significant progress to date, there is a recognized need for continued activity. At the present time, major curriculum activities are underway. Missouri is a member state in the Vocational Technical Education Consortium of States (V-TECS). As a result, the state-supported curriculum laboratories have access to the latest developed competency-based curriculum catalogs produced through the Consortium. These catalogs form the base for the development of curriculum guides produced under contract with the University of Missouri-Columbia's Instructional Materials Laboratory and with the Media Center at State Fair Community College. Missouri is also a member state of the Mid-America Vocational Curriculum Consortium. Materials produced through MAVCC are available to Missouri schools on a cost recovery basis.

Concluding Remarks

The overall capacity of the present delivery system to accommodate student needs has not yet been taken to the limit. For the most part, there is substantial room for program growth, both in expanding current programming and in initiating new or emerging occupational training programs or services. Additional capacity accrues as the number of resident live births continue to decline. The secondary school population has diminished an approximate 5 percent annual rate since 1980 and will continue until 1992. As a result, more "training slots" are now available at secondary and postsecondary institutions. This situation facilitates the entry into and participation in vocational education programs which in prior years may not have been possible. While this may be encouraging to some, the limiting factor of curriculum diversity and lack of local dollar support in selected locations continues to be a problem. To ease the transition from school to work and movement from secondary to postsecondary programming, the state continues to allocate funds to support projects designed to serve these purposes. While these efforts show promise, additional funds are needed to support these activities.

APPENDIX A

A Summary of Recommendations Made at Public Hearings on the Missouri State Plan for Vocational Education

News Release

Information from the Missouri Department of Elementary and Secondary Education
P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102

Contact: James L. Morris
Director of Public Information
Phone 314/751-3469

Vol. 22, No. 10
February 10, 1988

Hearings scheduled on
vocational education plan

Missourians interested in vocational education are invited to attend one of four public hearings to be conducted next month by the Missouri Department of Elementary and Secondary Education and the Missouri State Council on Vocational Education. [See schedule, next page.]

The hearings are an opportunity for citizens and educators to offer comments and recommendations on Missouri's state plan for vocational education for fiscal years 1989-90. The Department of Education prepares the state plan as part of its responsibility for administering federally funded vocational education programs in the state.

Draft copies of the 1989-90 state plan will be available for review, after Feb. 29, at public area vocational-technical schools and community/junior colleges throughout the state. Interested persons should contact vocational education directors or deans at these institutions for information about where to review the proposed state plan prior to the hearing dates.

To be considered for inclusion in the plan, oral comments made at the hearings must be supported by written statements.

(more)

Robert E. Bartman, Commissioner of Education

Each hearing will be held from 3:30 to 5:30 p.m. at the following locations:

March 7, 1988	**St. Louis** Mildred Bastian Theater Building T-203, Lecture Hall Forest Park Community College 5600 Oakland Avenue
March 8, 1988	**Rolla** Assembly Room Rolla Area Vocational-Technical School 1304 East 10th Street
March 9, 1988	**Lee's Summit** Campus Services Building Longview Community College 500 Longview Road
March 10, 1988	**Macon** Macon Area Vocational-Technical School Highway 63

##

For more information, contact: Fred Linhardt, director of vocational planning and evaluation for the Department of Elementary and Secondary Education. Phone 314/751-8465.

A SUMMARY OF RECOMMENDATIONS MADE AT
PUBLIC HEARINGS ON THE MISSOURI STATE PLAN
FOR VOCATIONAL EDUCATION

Four public hearings were conducted in March 1988 by the Missouri Department of Elementary and Secondary Education, in cooperation with the Missouri State Council on Vocational Education, to allow interested Missourians to comment on the two-year State Plan for Vocational Education. Now follows a summary of recommendations made at the public hearings on the State Plan and the State Board's response to those recommendations.

Several individuals requested that the funds allocated within the categories in Title II, Part B, be reviewed and consideration be given to reassign funds within this part of the Act to increase the amount allocated to leadership activities which would allow the reinstatement of one supervisor's position within the Home Economics Section of the Department, lost in 1986.

RESPONSE: The General Assembly establishes the number of FTEs which the Department and the Division will maintain and appropriates funding for these positions. When the General Assembly authorizes FTEs and funding for additional staff within the Division, they will be added.

Several commenters expressed the concern that the Act, or more explicitly the interpretation of the Act, does not provide for direct student support for the participation in activities involving the vocational student organizations and recommended that the Department forward such a recommendation for the reauthorization of the Act.

RESPONSE: The Department agrees and is supportive of the opinion of the commenters. An active and viable vocational student organization, operated as an integral part of the secondary and postsecondary instruction, provides students with more diverse skills for an increasingly productive employee and citizen. The Department will, through this comment and through recommendations during the activities leading to the reauthorization of the Act, encourage the provision of direct student support for participation in vocational student organizations.

One commenter recommended that the formula for allocating disadvantaged/handicapped funds be recalculated annually.

RESPONSE: The Department has consistently and will continue to recalculate the formula allocating disadvantaged and handicapped funds annually.

One commenter recommended that the distribution formula of single parent/homemaker funds to area vocational schools should not include enrollment for apprenticeship programs.

RESPONSE: The current distribution formula for single parent/homemaker funds to area vocational funds includes enrollment counts in adult preparatory programs only and does not include enrollment counts for apprenticeship programs.

One commenter recommended that the Department consider the inclusion of and funding for prevocational instruction under the Title II, Part B funding category.
RESPONSE: This plan includes the utilization of Title II, Part B funds for the development of prevocational activities, as did the FY 1986-88 Plan.

One commenter expressed the opinion that personnel development funds be made available on a need basis to universities and colleges for assistance in teacher/administrator certification, rather than support of positions to provide this assistance at specific universities and colleges.
RESPONSE: The Department agrees with the commenter's opinion and has determined that, beginning FY 1989, state-directed personnel development activities be funded on an identified need basis with specified outcomes for teachers and administrators who participate.

One commenter recommended that the Department should place specific emphasis on personnel development activities supportive of services to special needs students.
RESPONSE: The Department recognizes the importance of providing inservice programming to provide support for services to special needs students and encourages eligible recipients to initiate inservice programming in this area. In addition, the Department will include this area as an important topic for state-director personnel development activities.

One commenter expressed the opinion that they were encouraged by the efforts of the Department in addressing the needs of "at-risk" students in school and those who have dropped out of school and recommended that the Department do more, possibly lowering the percentage match for Title II, Part B funds, to encourage local districts to initiate these high-cost dropout and dropout prevention programs.
RESPONSE: The Department agrees with the commenter's opinion and encourages eligible recipients to develop dropout and dropout prevention strategies. The Department has, during FY 1988, initiated such programs with several eligible recipients, in cooperation with the Division of Job Training and Development. In addition, the Department has requested additional state funds from the General Assembly to increase support for these types of activities.

One commenter expressed the opinion that the demand for customized training has progressed beyond the current funding level, even to the point that funds supporting other adult vocational programming have been utilized for support of these activities, and recommended that the Department seek additional funding for the industry (customized) training activities.
RESPONSE: The Department recognizes the importance of providing appropriate funding for customized industry training programs. For FY 1988 the Department requested additional funds for adult training, as well as customized training from the General Assembly which was approved; however, $500,000 in adult training funds and $200,000 in customized training funds were vetoed by the Governor. The Department has continued its commitment to provide adequate support for these activities by requesting $1,700,000 for adult and customized training funds, $300,000 for farmers "at risk," and authorization to utilize $2,000,000 of the Missouri Job

Development Fund from the General Assembly for FY 1989. It should be noted that customized training is only one of five categories of funding support for adult/postsecondary programming which provide for a variety of training opportunities for individuals within the state beyond the secondary level.

One commenter expressed the opinion that they were encouraged by the Department's current strategy regarding the direction of curriculum development activities; however, additional funding should be further appropriated or allocated to these efforts.

RESPONSE: The Department is committed to the continual development of quality instructional materials which support its initiative of statewide implementation of vocational instructional management and competency-based instruction. It is the Department's opinion that the current expenditure is appropriate to allow continual growth, yet be manageable to assure quality development. Additional funding for specific curriculum development projects is available at the local level through the utilization of Title II, Part B funds.

One commenter expressed the opinion that the Department should continue to support the establishment of articulation agreements among educational agencies, and the Department should seek strengthened cooperation with the Coordinating Board for Higher Education.

RESPONSE: The Department is supportive of the commenter's opinion and has continually encouraged vocational institutions to develop articulation agreements. In addition, the Department is currently in the developmental stages of a model for vocational education articulation which should be disseminated prior to the end of FY 1989.

One commenter expressed the opinion that the Department's certification guidelines for several positions were not explicit enough to provide appropriate guidance for the local district to recruit and assign teachers and recommended several suggestions for consideration in specific certification areas.

RESPONSE: The Department establishes certification requirements to assure that administrators, teachers, and supportive personnel possess the appropriate background to provide for sound educational experiences to students enrolled in vocational education programs; however, these requirements should not be so restrictive that they hinder the ability to even acquire appropriate individuals, particularly in rural areas of the state. The Department will take the commenter's suggestions under consideration as it reviews certification requirements.

One commenter recommended that the Department consider the provision of allowing local districts to award academic credit for vocational education course work, particularly since the Department has determined key skills and core competencies for academic areas, has established competency-based vocational education approached with the identification of duty and task

listing in most vocational education courses, and has initiated and recommends mastery learning approaches throughout the state.

RESPONSE: The Department is in basic agreement with the commenter's recommendation; however, the ability to "crosswalk" specific academic competencies between vocational education and academic course work is not at a stage specific enough to determine whether there is an ideal match or not. In addition, each local district, and even teacher, operates their vocational program differently, usually to adjust to individual student differences and needs; therefore, it is indeterminable and imprudent with regard to providing quality education to approach this determination on a global (statewide vocational education programming) approach. It must be done at the local level--program-by-program and course-by-course basis. The Department has been investigating this concept for the past year and is currently in the process of determining which academic competencies are being taught within the vocational education program offering. It is the opinion of the Department that this consideration be approached very seriously and cautiously; therefore, it will be some time before a final outcome is determined.

APPENDIX B

State and/or Federal

Reimbursement for

Vocational Education Programs

STATE AND/OR FEDERAL REIMBURSEMENT FOR VOCATIONAL EDUCATION PROGRAMS

State and federal aid is provided for partial or full reimbursement of funds expended by eligible recipients for approved vocational education programs. These programs may be designed to serve the needs of secondary, postsecondary and adult students, the disadvantaged, the handicapped, single parents or homemakers, criminal offenders, and programs which work toward the elimination of sex bias/stereotyping in vocational education. Additional provisions are made for the support of salaries, equipment, ancillary services, and other costs of approved vocational education programs in area vocational schools, comprehensive high schools, and postsecondary higher education institutions within the state. Projects in curriculum development, personnel development, program improvement, innovation, and expansion of programs, including guidance and counseling services and home economics education, as well as special projects, will be considered on the merits of an application or proposal.

I. Title II, Part A - Vocational Education Opportunities

A. State Administration (State and Federal Funds)

Federal funds will be used to pay up to 50 percent of the state administration costs necessary to carry out the provisions of the Act. The federal funds used will not exceed 7 percent of the Title II - Basic Grant funds made available to the state. State funds will be used to provide the balance of these costs. The Department will use a minimum of $90,000 from the federal funds to pay up to 100 percent of the administrative costs for the purpose of elimination of sex bias/stereotyping in vocational education programs.

B. Programs for the Handicapped (Federal Funds)

Funds allocated to eligible recipients to serve the handicapped are based on the following formula:

COMPUTATION OF THE FORMULA --

$$H = \frac{x}{2}\left(\frac{f^1}{f^2} + \frac{e^1}{e^2}\right)$$

Eligible recipients will have the option to apply for all or part of these allocated funds. The services to be provided with these funds must be approved by the Vocational Special Needs Section, Department of Elementary and Secondary Education, and require a 50/50 match.

LET:

H = Handicapped allocation for a local eligible recipient

x = Total allocation to the state for programs to serve the handicapped

f^1 = Number of economically disadvantaged individuals enrolled by an eligible recipient in the preceding year

f^2 = Total number of economically disadvantaged individuals enrolled by all eligible recipients within the state in the preceding year

e^1 = Number of handicapped individuals served in vocational education programs by an eligible recipient in the preceding fiscal year

e^2 = Number of handicapped individuals served in vocational education programs by all eligible recipients within the state in the preceding year

C. Programs for the Disadvantaged (Federal Funds)

Funds allocated to eligible recipients to serve the disadvantaged are based on the following formula:

COMPUTATION OF THE FORMULA --

$$D = \frac{x}{2}\left(\frac{f^1}{f^2} + \frac{g^1}{g^2}\right)$$

LET:

D = Disadvantaged allocation for a local eligible recipient

x = Total allocation to the state for programs to serve the disadvantaged

f^1 = Number of economically disadvantaged individuals enrolled by an eligible recipient in the preceding year

f^2 = Total number of economically disadvantaged individuals enrolled by all eligible recipients within the state in the preceding year

g^1 = Number of disadvantaged individuals served in vocational education programs by an eligible recipient in the preceding fiscal year

g^2 = Number of disadvantaged individuals served in vocational education programs by all eligible recipients within the state in the preceding year

The allocation for the disadvantaged may also be used to provide services for limited English proficiency (LEP) individuals. The following formula is used to determine the amount which must be used for this purpose.

COMPUTATION OF THE FORMULA --

$$d = \frac{h^1}{h^2}(D)$$

LET:

d = The amount of the eligible recipient's disadvantaged allocation which is to support services and activities for limited English proficiency students

h^1 = Number of individuals with limited English proficiency enrolled in vocational education by an eligible recipient in the preceding fiscal year

h^2 = Total number of disadvantaged individuals, including limited English proficiency, enrolled in vocational education by the eligible recipient in the preceding fiscal year

D = Disadvantaged allocation for a local eligible recipient

Eligible recipients will have the option to apply for all or part of these allocated funds. The services to be provided with these funds must be approved by the Vocational Special Needs Section, Department of Elementary and Secondary Education, and require a 50/50 match.

D. Adult Programs (State and Federal Funds)

Up to 70 percent of the salary expenditure shall be reimbursed for noncredit programs or projects to be paid from state and federal funds.

E. Single Parent or Homemaker (Federal Funds - 100 Percent)

There are two administrative funding processes designed to implement a planned, quality expansion of vocational programs and services to increase accessibility of secondary, postsecondary, and adult vocational education programs to single parents or homemakers.

Sixty-five percent (65%) of the funds will be allocated to 55 area vocational-technical schools and 11 junior college districts.

In addition to the allocations, the Department will issue a request for proposal (RFP) to implement two statewide activities:

1. Thirty-three percent (33%) of the funds will be used to establish a statewide network of vocational education center services. Seven (7) centers will be established to provide a comprehensive program of services including, but not limited to: outreach; career exploration, including nontraditional, technical, and high-demand occupations; vocational assessment; career counseling; career decision making, including an education and employability plan; support services prior to and during training; job search assistance; provision for child care; and follow-up.

2. A minimum of two percent (2%) of the funds will be used to provide technical assistance and resources on a statewide basis to enhance and increase accessibility for preparation for employment in technical occupations, new and emerging occupational fields, and occupations regarded as nontraditional for women.

F. Sex Bias and Stereotyping (Federal Funds - 100 Percent)

Two funding processes will be established to implement a planned, quality expansion of services and activities to increase accessibility of secondary, postsecondary, and adult students and clients in nontraditional vocational education programs.

An allocation-application process will distribute 85 percent of the funds available to 58 area vocational-technical schools and 11 junior college districts on an equal basis. Through this process, schools will choose from the types of activities and services as outlined in the Vocational Planner's Guide.

The balance of the funds will be distributed through an RFP process to support statewide activities as follows: programs designed to eliminate sex bias/stereotyping in vocational education, technical assistance, curriculum development, personnel development or research to expand vocational education programs.

G. Criminal Offenders (Federal Funds - 100 Percent)

That portion of the state's allotment which will be allocated to correctional institutions within the state which are serving individuals charged with or convicted of criminal offenses.

II. Title II, Part B - Vocational Education Program Improvement, Innovation, and Expansion

A. Local Administration (State Funds and Federal Funds)

State funds for local administration will be limited to area vocational schools and junior college districts and will be approved on an annual basis by the Department.

No reimbursement will be made for less than half-time positions for supervision, including adult education program supervision. Federal funds used for administration must be matched by eligible recipients on a 50/50 matching basis.

B. Curriculum Development (State and Federal Funds)

Curriculum development projects will be approved and funded up to 100 percent of the project costs. Eligible recipients must submit proposals in response to needs identified by advisory committees and program directors.

C. Personnel Development (Federal Funds)

Personnel development projects will be approved and funded up to 100 percent of the project costs. Eligible recipients must submit proposals in response to personnel training needs (both preservice and inservice) identified annually by the Department.

D. Guidance and Counseling (State and Federal Funds)

Funds for vocational guidance and counseling programs will be made available to eligible recipients to support programs designed to improve and expand guidance and counseling services and activities. The Department will issue an RFP to eligible recipients on an annual basis.

E. Instructional Equipment (State and Federal Funds)

Equipment shall be reimbursed at 50 percent of the cost under the following limitations:

1. Equipment must be appropriate to the instructional content of the vocational course offered.

2. Prior purchase authorization must be obtained from the Department.

3. Items having a unit cost of $25 or less will not be considered for reimbursement.

4. The total of the request must equal $100 or more.

F. Travel (State and Federal Funds)

Travel to state-sponsored workshops, other workshops/seminars, youth organization activities, and/or local coordination of program activities by vocational personnel is an allowable expenditure from the formula allocation to eligible recipients.

G. Regular Instructional Programs

In addition to a federal formula allocation, state funds will be used to establish new and expanding vocational education programs. State funds will also be used to maintain existing programs.

1. Instructional Salaries

a. Secondary Comprehensive High Schools (State Funds)

$300 per month of program operation will be the minimum reimbursement for each full-time secondary teacher. Part-time teachers will be reimbursed at a rate of $35 per class period (5 days each week) per school month.

b. Area Vocational Schools (State Funds)

The reimbursement rate for instructors in board-designated secondary area vocational schools will be determined annually by the Department by utilizing an Effectiveness Index Formula.

H. Contracted Services (State Funds)

Districts that send secondary students to an area vocational school are eligible for contracted services reimbursement. The rate is $65 per student for each semester enrolled. To qualify, a student must be enrolled for nine or more weeks in a semester.

I. Area School Construction (State and Federal Funds)

Construction or modification of area vocational school facilities may be reimbursed up to 50 percent for costs of construction and initial equipment acquisition, or as prescribed by state legislators.

J. Placement Services/Programs (State and Federal Funds)

Placement programs may be reimbursed up to 50 percent of approved expenditures.

K. Special Projects (State and Federal Funds)

The State Director of Vocational Education may approve and fund special projects which meet the purposes of the Act. Each project requires a proposal to be submitted by an eligible recipient. The funding rate may be up to 100 percent of the project costs.

III. Title III, Part A - State Assistance for Vocational Education Support Programs by Community-Based Organizations

Funds will be provided to eligible recipients to support joint programs with community-based organizations. Special consideration will be given to those programs which increase the accessibility for individuals who are: disadvantaged, handicapped, men and women who are entering a nontraditional occupation, adults in need of training and retraining, single parents or homemakers, limited in English proficiency, and incarcerated in correctional institutions.

The Department will issue requests for proposals to eligible recipients on an annual basis.

IV. Title III, Part B - Consumer and Homemaking Education

Funds will be provided to eligible recipients to support the improvement, expansion, and updating of consumer and homemaking education programs. Special consideration will be given to those programs which (a) are located in economically depressed areas; (b) encourage the participation of nontraditional populations; and (c) encourage the elimination of sex bias/stereotyping.

The Department will issue requests for proposals to eligible recipients on an annual basis.

V. Title III, Part C - Adult Training, Retraining, and Employment Development

Should federal funds be appropriated, funds will be provided to eligible recipients to support adult training, retraining, and employment development projects, services, and activities which meet the purposes of the Act.

The Department will issue requests for proposals to eligible recipients on an annual basis.

VI. Title III, Part D - Comprehensive Career Guidance and Counseling

Should federal funds be appropriated, additional funds will be provided to eligible recipients to support comprehensive career guidance and counseling programs, services, and activities.

The Department will issue requests for proposals to eligible recipients on an annual basis.

VII. Title III, Part E - Industry/Education Partnership for Training in High-Technology Occupations

Should federal funds be appropriated, funds will be provided to eligible recipients to support industry/education partnership for training in high-technology occupations projects, services, and activities which meet the purposes of the Act.

The Department will issue requests for proposals to eligible recipients on an annual basis.

ALLOCATION FORMULAS (FEDERAL)

Formulas will be used to allocate Title II, Part B funds to eligible recipients. The formulas will give recognition to economically depressed areas and areas where high unemployment prevails.

Because base data cannot be universally applied to all eligible recipients, the Department will construct and use two separate formulas. One formula will be applied to secondary districts. A second will be used for postsecondary junior college districts.

I. Summary of Factors

A. Secondary Formula Factors

There are four factors included for the secondary formula --

$$Y_1 = \frac{\text{District Levy x District Valuation}}{\text{District Average Daily Attendance (ADA), K-12}}$$

$$Y_2 = \frac{\text{State Median Family Income}}{\text{County Median Family Income}}$$

$$Y_3 = \frac{\text{District Number of Students-Aid to Families of Dependent Children (AFDC)}}{\text{District Enrollment, Grades K-12}}$$

$$Y_4 = \frac{\text{County Average Unemployment}}{\text{State Average Unemployment}}$$

B. Junior College Formula Factors

There are four factors in the formula to allocate funds to junior college districts --

$$Y_1 = \frac{\text{District Levy x District Valuation}}{\text{Institutional Full-Time Equivalency of Students}}$$

$$Y_2 = \frac{\text{State Median Family Income}}{\text{Median of County Average Family Income}}$$

$$Y_3 = \frac{\text{Mean of Percent of County Families in Poverty}}{\text{Average Percent of State Families in Poverty}}$$

$$Y_4 = \frac{\text{Mean of County Average Unemployment Rate}}{\text{State Average Unemployment Rate}}$$

II. Sources of Data

The data sources for each of the factors follow:

Factor	Data	Source
Y_1	$\frac{\text{District Levy x District Valuation}}{\text{District ADA}}$	DESE, School Data Section
Y_1	$\frac{\text{District Levy x District Valuation}}{\text{Institutional FTE}}$	Mo. Coord. Board for Higher Ed.
Y_2	$\frac{\text{State Median Family Income}}{\text{Median of County Average Family Income}}$	Mo. Population and Census - Newsletter 3/84
Y_2 (Y_3)	$\frac{\text{Mean of Percent of Families in Poverty}}{\text{Average Percent of Families in Poverty}}$	Mo. Population and Census - Newsletter 3/84
Y_3	$\frac{\text{District Number of Students - AFDC}}{\text{District Enrollment, Grades K-12}}$	Dept. of Social Services and DESE, School Data Section
Y_4 (Y_3)	$\frac{\text{County Average Unemployment}}{\text{State Average Unemployment}}$	Mo. Division of Employment Security

III. Computation of the Formula

Values for factors in formulas "A" and "B" will be computed in an identical manner. The computational steps of formula "A" below will serve as an illustration.

Let $Y_1 = \frac{\text{District Levy x District Valuation}}{\text{District ADA}}$

Let $Y_2 = \frac{\text{Median of State Average Family Income}}{\text{Median of County Average Family Income}}$

Let $Y_3 = \frac{\text{District AFDC}}{\text{District Enrollment, Grades K-12}}$

Let $Y_4 = \frac{\text{County Average Unemployment}}{\text{State Average Unemployment}}$

(1) By eligible recipient, the values of factors Y_1, Y_2, Y_3, and Y_4 are obtained. Compute the mean and standard deviation for all eligible recipients for each set of values. Each set of Y values is converted to "Z" scores. The computation for "Z" scores is

$$s = \sqrt{\sum \frac{(Y - \bar{Y})^2}{N}} \qquad \text{AND} \qquad Z = \frac{Y - \bar{Y}}{s}$$

(2) Compute an ER adjusted score.

ER Adjusted Score or $ZY_o = ZY_1 + ZY_2 + ZY_3 + ZY_4$

(3) Compute Standard Scores for each ER adjusted score.

$$s = \sqrt{\frac{\sum (ZY - Z\overline{Y})^2}{N}}$$

AND

$$\text{ER Standard Score or } Z_o = \frac{ZY_o - Z\overline{Y}_o}{N}$$

(4) Compute the ER Standard Rate.

$$\text{ER Standard Rate} = Z_o \times 10 + 50$$

(5) Compute the ER Percent.

(a) ER Standard Rate x ER Teacher Units = ER Product.

(b) Sum the products for all ERs. Compute the ER Percent.

ER Percent x Available Federal Funds to be Distributed.

IV. Teacher Units

Teacher units will be used as a size control mechanism on the formulas. The following is an explanation of teacher units as used in the computations for funding allocations.

1. Secondary Schools - Secondary schools use the number of vocational class periods conducted in an ER compared to the total vocational class periods conducted in schools in the state.

2. Postsecondary Institutions - Postsecondary institutions use the number of $120 per semester hour of college credit in an ER compared to the state total.

V. Use of Funds

Formula allocation funds must be used in accordance with the guidelines set forth in the Vocational Planner's Guide which includes such uses as program improvement, innovation, expansion, curriculum development, and personnel development.

THE EFFECTIVENESS INDEX FORMULA FOR INCENTIVE FUNDING

Background

In 1984 the Missouri General Assembly appropriated funds and directed the Department of Elementary and Secondary Education to conduct a statewide study of vocational education. A vocational study committee was appointed and charged with the responsibility of providing recommendations to improve the Missouri program of vocational education. The committee, composed of Missouri business, legislative, governmental, and educational leaders, was given technical and research assistance from the College of Education, University of Missouri-Columbia. The study was completed in July 1984 and the final report contained 25 recommendations for the improvement of vocational education in the state. A number of the recommendations related to funding incentives to increase program effectiveness. The Department accepted the recommendations and has developed an Effectiveness Index Formula for secondary-level occupational training programs conducted by area vocational-technical schools (AVTS).

The Effectiveness Index Formula consists of two components. The first gives an indication of the relative success of placing students in jobs. The second component assigns values according to responsiveness of a particular program to labor market supply and demand factors. Values for each of these components are added together to obtain an Effectiveness Index (EI) score for each area vocational-technical school.

Enrollment and Student Contact Hours

Both numbers of students and student contact hours will be used in the computation of the Effectiveness Index Formula. Because the amount of instructional time spent in the various vocational program areas varies, it is necessary to equalize this by converting student enrollment to student contact hours. To illustrate the problem, vocational agriculture programs typically meet for one period daily for the first two years, then semester courses are optional during the last two years of the curriculum. Many business education programs operate for two periods daily for the year, while most trade and industrial programs are organized for a three-period block for the year. A conversion to student contact hours will equalize these program variations. The conversion process is illustrated below:

Examples of Enrollment Conversions to Contact Hours

Program	Student Enrollment	Duration of Class One Semester - One Year	Number of Daily Periods	Contact Hours
A	10	.5	1	5
B	10	1	1	10
C	10	1	2	20
D	10	1	3	30

The Placement Component

The Department requires area vocational-technical schools to follow up on students who have exited a program 180 days after the graduation date to

determine their employment status. The procedure causes school personnel to classify the former students into one of three categories. The highest value (4) is assigned to those former students whose status is classified as a "related placement" into the first category. For example, those who studied auto mechanics while in school are found to be employed as auto mechanics, continuing their education in a postsecondary school as auto mechanics or placed in the Armed Forces as auto mechanics are classified as "related placements."

In the second category, the next highest value (3) is assigned to those former students whose status is classified "nonrelated placement." For example, those who studied auto mechanics while in school are found to be employed in jobs other than auto mechanics, continuing their education in a postsecondary school or who enter the Armed Forces assigned to jobs other than that of auto mechanics are classified as "nonrelated placements."

A value of (0) is assigned to those students who, after 180 days, are not counted in either of the two previously mentioned categories.

To equalize the relative size of programs, student enrollment (numbers of students exiting a program) will be converted into a percentage to obtain a score for each category. The percentage of placements are multiplied by the value assigned for the categories and summed to a total. For example, if 60 percent of the students were related placements (value of 4) while the remaining 40 percent were in nonrelated placements (value of 3), the program would earn 360 points in the placement component. The computation: (60 x 4) + (40 x 3) = 360. The maximum points which could be earned for this component is 400 or 100 x 4. An additional illustration follows:

Placement Component

Assume: Total Students Exiting Program = 17

Related Placement Value of 4	Nonrelated Placement Value of 3	Not Placed Value of 0
8 Job 1 Continuing Education 2 Military	3 Job 0 Continuing Education 1 Military	
11 Total Related Placement 65 Percentage-Related Placement	4 Total Nonrelated Placement 23 Percentage-Nonrelated Placement	2 Total Not Placed 12 Percentage-Not Placed

The computation for the example above would be: (65 x 4) + (23 x 3) + (12 x 0) = 260 + 69 + 0 = 329 points.

In the case of multiple programs, scores are obtained for each program, as shown above. The total EI value for the placement component is calculated

using all students exiting an AVTS's secondary programs. An example of the computation for multiple programs follows:

Placement Component
Total Area School Students Exiting All Programs = 200

Related Placement Value of 4	Nonrelated Placement Value of 3	Not Placed Value of 0
69 Job 33 Continuing Education 8 Military	49 Job 15 Continuing Education 4 Military	
110 Total Related Placement 55 Percentage of Total Exiters	68 Total Nonrelated Placement 34 Percentage of Total Exiters	22 Total Not Placed 11 Percentage Not Placed

In the example above, the computation is: EI = (4 x 55) + (3 x 34) + (11 x 0) = 220 + 102 + 0 = 322

The Labor Market Component

Existing secondary vocational education preparatory programs are annually aligned with occupations and placed in one of three categories. In the first category, a value of (2) is placed on those training programs which prepare students for employment in occupations that are in highest demand with the lowest supply of potential employees. For the second category, a value of (1) is given to training programs where the supply of potential employees and the demand for them is relatively balanced. In the third category, a (0) value is assigned to training programs where there is a low demand coupled with a relatively high supply of potential qualified employees.

The data for the labor market supply and demand are obtained annually from the Missouri Occupational Information Coordinating Committee. Since these data reflect a statewide job market, a provision is made to recognize local variation in the supply and demand categories. Should the local percent of program exiters placed into related jobs reach or exceed 60 percent in the balanced (value of 1) or the low demand/high supply category (value of 0), the program will automatically be reassigned to the high demand/low supply (value of 2) category for the year in which that situation occurs.

The following example shows the computation for the labor market component for a class of 17 students meeting for one period daily through the school year. In this example, student enrollment is equal to the contact hours.

Labor Market Component
Total Enrollment = 17

High Demand/ Low Supply Value of 2	Balanced Demand And Supply Value of 1	Low Demand/ High Supply Value of 0
0 Number of Contact Hours 0 Percent of Total Contact Hours	17 Number of Contact Hours 100 Percent of Total Contact Hours	0 Number of Contact Hours 0 Percent of Total Contact Hours

Because the computation is for a single class, all of the contact hours will fall into one of the three categories. In this example, the vocational class is in the Balanced Demand and Supply category which has an assigned value of 1. All contact hours (100%) fall into this category. To obtain an EI score, the percentage of contact hours is multiplied by the value assigned to the category. The computation for this example is: EI = (0 x 2) + (100 x 1) + (0 x 0) = 100.

The Cooperative Occupational Education classes typically have a diverse group of occupations represented. These classes will be assigned to the Balanced Demand and Supply category, unless school officials can show evidence that 60 percent of the occupations represented are in the High Demand/Low Supply category. Upon validation of this evidence, the class will be reassigned a higher value.

In the case of multiple programs, scores for each category are determined and summed for a total labor market component EI score. In the example that follows, 200 students are enrolled in several programs which meet daily for three periods during the year.

Labor Market Component
Total Enrollment = 200, Total Contact Hours = 600

High Demand/ Low Supply Value of 2	Balanced Demand And Supply Value of 1	Low Demand/ High Supply Value of 0
246 Number of Contact Hours 41 Percent of Total Contact Hours	288 Number of Contact Hours 48 Percent of Total Contact Hours	66 Number of Contact Hours 11 Percent of Total Contact Hours

The computation for the above example is: EI = (41 x 2) + (48 x 1) + (11 x 0) = 82 + 48 + 0 = 130.

With 100 percent of the contact hours in the High Demand/Low Supply category (value of 2), the maximum EI score for this component is 200. To arrive at a total EI score for an area vocational-technical school, the scores from the placement and labor market components are combined. The maximum EI score for a school is 600 points.

Area Vocational-Technical School Reimbursement Distribution Procedures

State reimbursements for secondary instructional salaries in area vocational-technical schools are distributed by two methods. The first method utilizes the Effectiveness Index Formula and is the performance based portion of the reimbursement. The second method, referred to as the base allocation, is the amount of salary reimbursement distributed for each approved position at an AVTS in the 1985-86 school year.

Determining the total amount of state instructional salary reimbursement must be done using two separate sets of procedures and calculations. The first set is used to determine the amounts to be distributed through the Effectiveness Index Formula, while the second set determines the amounts to distribute for the base allocation. The procedures for calculating each funding method are explained in the following sections. A concluding section explains how administrators might estimate local reimbursement amounts for any given year.

The Effectiveness Index Formula

The amount of incentive funds an AVTS receives is dependent upon several variables. The most important of these is the amount of funds appropriated by the General Assembly for the formula. In addition, other variables affecting the reimbursement of an AVTS include: The Effectiveness Index (EI) score and enrollment (contact hours), along with the EI scores and enrollments of all other AVTS in Missouri. The formula has a provision to allow a 10 percent incentive to schools enrolling students in target groups (disadvantaged, handicapped, and nontraditional students).

The following procedures are performed in the order shown to calculate the amount of incentive funds to be distributed to each AVTS:

1. All AVTS secondary vocational enrollment is converted to contact hours based on the number of semesters and the number of class periods per day that each approved vocational class is in session. In addition, the number of contact hours for targeted enrollment groups is calculated.

2. Each AVTS total EI score is calculated using placement data, enrollment reports, and statewide labor market supply and demand data.

3. The maximum allocation per contact hour is calculated using EI scores, contact hours, and total available incentive funds as follows:

   a. The statewide average weighted EI score is calculated by multiplying each AVTS EI score times its total contact hours,

summing those products, and then dividing the resulting sum by the total number of contact hours taught in all AVTS combined.

b. Statewide totals from a above are used in the following formula to compute the maximum incentive funds per contact hour:

Y = Maximum incentive funds per contact hour

FA = Statewide total incentive funds available for distribution

FA = [(avg. EI/600) x (Y x total contact hours)] +
[(avg. EI/600) x (.1Y x target group contact hours)]

Using sample data for EI scores and AVTS funding, the formula becomes:

Y = Maximum distribution per contact hour

$2,000,000 = Total incentive funds available for distribution

416 = Statewide average EI score

600 = Maximum EI score

60,023 = Total contact hours

21,290.5 = Total target contact hours

$$\$2{,}000{,}000 = \frac{(416) \times (Y \times 60{,}023)}{600} + \frac{(416) \times (.1Y \times 21{,}290.5)}{600}$$

$$\$2{,}000{,}000 = 41{,}615.9Y + 1{,}476.1Y$$

$$\$2{,}000{,}000 = 43{,}092Y$$

$$\$46.41 = Y$$

4. Incentive fund distributions for each AVTS are calculated using the school EI score, total and target contact hours, and the maximum allocation per contact hour. The following example illustrates the calculation for one AVTS.

Assume: Maximum EI Score = 600
AVTS EI Score = 450
Total contact hours = 1,000
Target contact hours = 200

Maximum distribution per contact hour = $46.41

$$\text{Then: } FA = \frac{(450) \times (1{,}000 \times \$46.41)}{600} + \frac{(450) \times (200 \times \$4.46)}{600}$$

$$= \$34{,}807.50 + \$696$$

$$= \$35{,}503.50$$

Base Allocation

Determining the amount of base funds to be distributed for each AVTS is a multistep process that begins with secondary salary reimbursements received for the 1985-86 school year. Several adjustments to an AVTS's 1985-86 allocation are possible, depending on the programs offered at the AVTS and the salary experience of the school. The following information describes how base funds will be determined for each AVTS:

1. The Vocational Budget file maintained by the DESE Data Processing Center will be processed to identify all approved secondary teaching positions, total position salaries, and state reimbursement amounts. The total amount of state reimbursement approved for those positions is the unadjusted base for the AVTS.

2. The 1986-87 budget for each AVTS will be processed to generate a list of all secondary instructional positions. This list will be compared to the 1985-86 instructional salary budget. Three types of adjustments to an AVTS's base funds may result from comparing 1985-86 and 1986-87 budgets.

   a. New positions (new and expanded programs approved by DESE) will be added to the school's base. The relevant amount of reimbursement will be 50 percent of the instructional salary for each new position.

   b. Deleted positions (program cancellations or reductions) will be deleted from the AVTS's base funding. The amount of reduction in base funds will equal the amount of reimbursement received for relevant positions in 1985-86. In the event that a teacher's FTE is reduced, the reduction in base funds will be proportional to the reduction in time devoted.

   c. Positions which are retained, but are filled with different teachers may be adjusted depending on the salary earned by the new teacher relative to the salary earned in the same position in 1985-86. If the new salary is less than the salary shown for 1985-86, then the base would be reduced by 50 percent of the difference between the two salaries. For example, assume a position was filled at a salary of $26,000 in 1985-86 and a new teacher was hired for 1986-87 at a salary of $20,000. The relevant reduction in the AVTS's base would be 50 percent or $26,000 - $20,000 = $6,000 x .5 = $3,000.

Summary and Local Estimation of Reimbursements

Allocating incentive funds requires that EI scores and enrollment levels for each AVTS be known so the maximum allocation per contact hour can be calculated. The reason for this procedure of working from totals to individual school allocations is to fully distribute all available incentive funds. Local AVTS administrators would be able to estimate their school's share of available incentive funds using their EI score, total contact

hours, and an estimate of the maximum allocation per contact hour. The calculation to estimate incentive funding follows:

FA = (EI score/600) x estimated funds per contact hour x (regular contact hours + .1 target contact hours)

Determining an AVTS's base funding requires that new budgets be compared with the "base" 1985-86 budget to determine if positions have been added or deleted from an AVTS's approved instructional program. Base funding for new positions would be added to the 1985-86 reimbursement base at 50 percent of relevant instructional salaries. Reductions for deleted positions would equal the amount of reimbursement received in the previous year. Additional adjustments to an AVTS's base funding would depend on personnel changes and relevant salary changes.

APPENDIX C

Local Application for

Federal Vocational Education Funding

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Coordinator of Vocational Education
P.O. Box 480, Jefferson City, Missouri 65102

Local Application for Federal Vocational Education Funding

The completion and submission of this application is required for the district/institution to be designated an eligible recipient of federal assistance for vocational education programs, services, and activities. Signed assurances and required descriptions of local coordination and/or applicant's planned uses of federal funds constitute the total application package to be submitted.

A sheet is attached, with instructions, for describing local coordination. Individual forms which correspond to the eligible recipient's federal allocations are also attached. Completion of the form(s) and development of appropriate budget information, as directed, will describe the eligible recipient's planned use of federal funds.

ASSURANCES

The applicant, _____, assures that:
(District/Institution Name)

1. Federal funds awarded from this application will be used to supplement and not supplant state and/or local funds for existing vocational programs, services, and activities.

2. Provisions will be made for fiscal control, property management control, and fund accounting procedures.

3. None of the federal funds awarded from this application will be used to acquire equipment (including computer software) in any instance in which its acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, or its employees, or any affiliate of such an organization.

4. Policies and procedures have been adopted which assure equal access to vocational education programs, services, and activities for individuals regardless of their sex, age, race, color, national origin or handicapping condition.

5. Vocational instruction for any handicapped individual will be planned and coordinated through an Individualized Education Program, as specified by the Education of the Handicapped Act (P.L. 94-142).

6. The opportunity will be provided for individuals who are enrolled in private schools and beyond the compulsory school attendance age to participate in the applicant's vocational programs, services, and activities.

7. Relevant training and educational activities will be provided to men and women who desire to enter occupations that are not traditionally associated with their sex.

8. The vocational training needs of the individuals to be served by the applicant have been assessed.

9. The occupational training needs of adults have been considered in the development of the applicant's proposed vocational programs, services, and activities.

10. Proposed vocational programs, services, and activities are relevant to the needs of the employers and the labor market(s) served by the applicant.

11. The applicant will cooperate with the state in the development and adoption of measures for evaluating the effectiveness of all programs assisted under the Act in meeting needs as identified in the State Plan; in the state's required annual evaluations of eligible recipients' vocational programs, services, and activities; and with the state's vocational program reporting requirements.

12. Assistance will be provided for individuals leaving the training program in the transition from training to work and/or further training.

13. If federal funds, allocated through Title II, Part A, of the Act, are utilized for disadvantaged and handicapped individuals, the applicant will also agree to the specific assurances regarding the use of these funds contained within the Vocational Planner's Guide.

14. If federal funds, allocated through Title II, Part A, of the Act, are utilized for single-parent and/or homemaker activities, the applicant will: (a) give emphasis to assisting individuals with the greatest financial need, and (b) in serving homemakers, give special consideration to those who, because of divorce, separation or the death or disability of a spouse, must prepare for paid employment.

15. The local application and the annual description of activities for use of federal vocational funds will be made available for review and comment by interested parties, including the appropriate administrative entity under the Job Training Partnership Act (JTPA).

The applicant agrees to these assurances and submits the required descriptive information and coordination description, as follows, in order to be designated an eligible recipient.

County District Code _ _ _ - _ _ _

COORDINATION DESCRIPTION

	YES	NO
1. The applicant has made their application and annual description of activities for uses of federal vocational funds available for review and comment by interested parties, including the appropriate administrative entity under the Job Training Partnership Act (JTPA).	____	____
2. The applicant has met (annually) with the JTPA Private Industry Council (PIC) to discuss approaches, strategies, and mechanisms to address common concerns and to determine and differentiate responsibilities in the delivery of employment and training services.	____	____
3. The applicant which operates an area vocational school and/or a community/junior college has:		
a. forwarded a copy of their application and annual description of activities for uses of federal vocational funds to the appropriate administrative entity for JTPA for review and comment;	____	____
b. received the appropriate JTPA administrative entity's plan for review and comment; and	____	____
c. entered into a written agreement which details the responsibilities of the applicant and the local JTPA PIC.	____	____
4. The applicant has made a determination that their vocational education programs, services, and activities have been coordinated with the Job Training Partnership Act through the Private Industry Council and/or with the Adult Education Act.	____	____

If yes, please answer the following questions by checking the appropriate line or by writing a brief explanation of applicable programs, services, and/or activities offered.

1. Are any of the programs, services or activities in this application jointly funded with the Job Training Partnership Act through the Private Industry Council in your Service Delivery Area or with the Adult Education Act?

JTPA		Adult Education Act	
Yes	No	Yes	No

2. Does Adult Education or the Private Industry Council, under the Job Training Partnership Act, offer these or similar programs, services, and/or activities within your service area?

JTPA		Adult Education Act	
Yes	No	Yes	No

3. If the answer to Question No. 2 is "yes," describe on this sheet, and additional sheets as necessary, the coordination between the applicant and the Job Training Partnership Act (P.L. 97-300) or Adult Education Act (P.L. 98-511) and explain why this is not a duplication of effort.

Date: _____

_____
Signature of Chief Administrator

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education

Vocational Education Activities
Handicapped

County/District Code __ __ __ - __ __ __

The "Allowable Activity Categories" and "Allowable Cost Items" used on this sheet are as discussed in the Vocational Planner's Guide. Each column in the matrix below represents an activity category which is allowable for expending federal funds for the handicapped. Each box in that column represents a cost item which is an allowable expenditure for that category. Please check [✓] each box as appropriate for the planned expenditure of your allocation for the handicapped. Please note that activity categories 11 and 12 are not included in the matrix. Please furnish information for these categories as requested on page two of this form.

ALLOWABLE ACTIVITY CATEGORIES

1. Notification/Provision of Information
2. Guidance, Counseling, Career Development, and Placement
3. Vocational Resource Educator (VRE)
4. Basic Skills Instruction
5. Supplemental Professional Staff
6. Vocational Teacher Aides
7. Tutor
8. Interpreters for the Deaf
9. Readers and Notetakers
10. Materials and/or Supplies
11. Special Equipment/ Equipment Modifications
12. Separate Vocational Education Programs
    Yes [ ] No [ ]
13. Other Yes [ ] No [ ]

ALLOWABLE COST ITEMS	ALLOWABLE ACTIVITY CATEGORIES										
	1	2	3	4	5	6	7	8	9	10	11
*Salaries	NA					NA	NA	NA	NA	NA	NA
Salaries (Noncertificated)	NA			NA	NA					NA	NA
Travel				NA		NA	NA	NA	NA	NA	NA
Equipment	NA				NA	NA	NA	NA	NA	NA	
Supplies and/or Materials					NA	NA	NA	NA			
Publications		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Public Announcements		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Assessment (Evaluation) Purchase	NA		NA	NA	NA	NA	NA	NA	NA	NA	NA

*For each [✓] in this row, supply the necessary information on an FV-1 form.
NOTE: All other checked [✓] cost items should be reported on the FV-4 form. See sample FV-4 form contained in the Planner's Guide.

VOCATIONAL EDUCATION ACTIVITIES
HANDICAPPED

For each category for which it was indicated on the previous page that you intended a planning use of funds for the handicapped, please supply the information requested in the tables below.

Allowable Activity Category	Anticipated Number Of Noncertificated Personnel (FTE)
2	
3	
6	
7	
8	
9	

Allowable Activity Category	Anticipated Number of Students To Be Served
2	
3	
4	
5	
6	
7	
8	
9	
12	
13	

If you marked "Yes" for category No. 12 on the previous page, please write a brief description of the program and attach a copy of the excess cost calculation as described on the "Guide For Computing Excess Cost For Separate Vocational Special Needs Programs" which can be obtained from the Vocational Special Needs and Guidance Section, Department of Elementary and Secondary Education.

If you marked "Yes" for category No. 13, please briefly describe the unique services and/or activities for which you intend to expend funds. Cost items for these categories should be included on the FV-4 submitted to receive funds for the handicapped.

Please use the space below, and additional sheets as needed, for the above descriptions and for any comments or remarks pertinent to the planned use of your allocation for the handicapped.

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education

Vocational Education Activities
Disadvantaged

County/District Code __ __ __ - __ __ __

The "Allowable Activity Categories" and "Allowable Cost Items" used on this sheet are as discussed in the Vocational Planner's Guide. Each column in the matrix below represents an activity category which is allowable for expending federal funds for the disadvantaged. Each box in that column represents a cost item which is an allowable expenditure for that category. Please check [✓] each box as appropriate for the planned expenditure of your allocation for the disadvantaged. Please note that activity categories 9 and 10 are not included in the matrix. Please furnish information for these categories as requested on page two of this form.

ALLOWABLE ACTIVITY CATEGORIES

1. Notification/Provision of Information
2. Guidance, Counseling, Career Development, and Placement
3. Basic Skills Instruction
4. Supplemental Professional Staff
5. Vocational Teacher Aides
6. Tutor
7. Limited English Proficiency (LEP)
8. Materials and/or Supplies
9. Special Equipment/ Equipment Modifications
10. Separate Vocational Education Programs
    Yes [ ] No [ ]
11. Other Yes [ ] No [ ]

ALLOWABLE COST ITEMS	ALLOWABLE ACTIVITY CATEGORIES								
	1	2	3	4	5	6	7	8	9
*Salaries	NA				NA	NA		NA	NA
Salaries (Noncertificated)	NA		NA	NA				NA	NA
Travel			NA		NA	NA	NA	NA	NA
Equipment	NA			NA	NA	NA		NA	
Supplies and/or Materials				NA	NA	NA			NA
Publications		NA	NA	NA	NA	NA	NA	NA	NA
Public Announcements		NA	NA	NA	NA	NA	NA	NA	NA
Assessment (Evaluation) Purchase	NA		NA	NA	NA	NA	NA	NA	NA

*For each [✓] in this row, supply the necessary information on an FV-1 form.
NOTE: All other checked [✓] cost items should be reported on the FV-4 form. See sample FV-4 form contained in the Planner's Guide.

VOCATIONAL EDUCATION ACTIVITIES
DISADVANTAGED

For each category for which it was indicated on the previous page that you intended a planning use of funds for the disadvantaged, please supply the information requested in the tables below.

Allowable Activity Category	Anticipated Number Of Noncertificated Personnel (FTE)
2	
5	
6	
7	

Allowable Activity Category	Anticipated Number Of Students To Be Served
2	
3	
4	
5	
6	
7	
10	
11	

If you marked "Yes" for category No. 10 on the previous page, please write a brief description of the program and attach a copy of the excess cost calculation as described on the "Guide For Computing Excess Cost For Separate Vocational Special Needs Programs" which can be obtained from the Vocational Special Needs and Guidance Section, Department of Elementary and Secondary Education.

If you marked "Yes" for category No. 11, please briefly describe the unique services and/or activities for which you intend to expend funds. Cost items for these categories should be included on the FV-4 submitted to receive funds for the disadvantaged.

Please use the space below, and additional sheets as needed, for the above descriptions and for any comments or remarks pertinent to the planned use of your allocation for the disadvantaged.

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education

Vocational Education Activities

SINGLE PARENT/HOMEMAKER

County/District Code _ _ _ - _ _ _

If any part of the eligible recipient's Title II-A allocation is used for SINGLE PARENT/HOMEMAKER purposes, complete this form and return it with an FV-4 form.

Please use the space below, and additional sheets as necessary, to describe the objectives of the planned service.

OBJECTIVES (What services are to be provided for how many?)	ACTIVITIES (How are the services to be provided?)

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education

Vocational Education Activities

SEX BIAS/STEREOTYPING

County/District Code _ _ _ - _ _ _

If any part of the eligible recipient's Title II-A allocation is used for SEX BIAS/STEREOTYPING purposes, complete this form and return it with an FV-4 form.

Please use the space below, and additional sheets as necessary, to describe the objectives of the planned service.

OBJECTIVES (What services are to be provided for how many?)	ACTIVITIES (How are the services to be provided?)

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education

Vocational Education Activities

PERSONNEL DEVELOPMENT

County/District Code _ _ _ - _ _ _

If any part of the eligible recipient's Title II-B allocation is used for PERSONNEL DEVELOPMENT purposes, complete this form and return it with an FV-4 form.

Please use the space below, and additional sheets as necessary, to describe the objectives of the planned personnel developed project(s).

OBJECTIVES (What is to be accomplished?)	ACTIVITIES (How will it be accomplished?)

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education

Vocational Education Activities

PROGRAM DEVELOPMENT

County/District Code _ _ _ - _ _ _

If any part of the eligible recipient's Title II-B allocation is used for PROGRAM DEVELOPMENT purposes, complete this form and return it with an FV-4 form.

Please use the space below, and additional sheets as necessary, to describe the objectives of the planned program developed project(s).

OBJECTIVES (What is to be accomplished?)	ACTIVITIES (How will it be accomplished?)

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Division of Vocational and Adult Education

Vocational Education Activities

CURRICULUM DEVELOPMENT

County/District Code _ _ _ - _ _ _

If any part of the eligible recipient's Title II-B allocation is used for CURRICULUM DEVELOPMENT purposes, complete this form and return it with an FV-4 form.

Please use the space below, and additional sheets as necessary, to describe the objectives of the planned curriculum developed project(s).

OBJECTIVES (What is to be accomplished?)	ACTIVITIES (How will it be accomplished?)

APPENDIX D

Certifications

STATE CERTIFICATION

STATE OF MISSOURI

I HEREBY CERTIFY:

1. That the State Board of Education in this state is eligible to submit the State Plan for Vocational Education as authorized under the Carl D. Perkins Vocational Education Act of 1984;
2. That the State Board of Education has authority under state law to perform the functions of the state under the program;
3. That the state legally may carry out each provision of the foregoing plan;
4. That all provisions of the foregoing plan are consistent with state law;
5. That the Commissioner of Education has authority under state law to receive, hold, and disburse federal funds made available under the foregoing plan;
6. That the Commissioner of Education has authority to submit the foregoing plan;
7. That the State Board of Education has adopted and formally approved the foregoing plan;
8. That the foregoing plan is the basis for state operation and administration of the program.

MISSOURI STATE BOARD OF EDUCATION

April 21, 1988
(Date)

Robert E. Bartman

Robert E. Bartman
Commissioner of Education